ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 7/6/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED000911

2. ORIGINATOR CONTROL NO(S). 8507

3. IDENTIFICATION NO.

4. AUTHOR(S): Hamilton, John Bowen

5. TITLE OF DOCUMENT ABSTRACTED: Rollins College Self-Study

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Rollins College, Winter Park, Fla.

CITY, STATE

TELE. EXT.

INST/LOC CODE

9. PUBLISHER OR SOURCE: Rollins College

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	62	231

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MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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TYPE OF REPORT

PROPOSAL ☐

IN-PROGRESS ☐

FINAL ☒

FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: self-study

16. INDEXING TERMS (6-12)

		bldgs. & equip. R-28	grad. edu. S-04
objectives R-00	resources P-39	teachers Y-21	teacher edu. Y-20
administration R-06	curriculum R-53	students Y-15	business edu. R-29
finances G-31	libraries 0-06	general edu. S-00	physics P-13 prof. edu. P-20

17. ABSTRACT (MAX. 250 WORDS)

Comprehensive self-study prepared for the Southern Association of Colleges and Secondary Schools on the purposes, organization, financial resources, curriculum, library, facilities, faculty, and student personnel of Rollins College. Also devotes a chapter to special activities such as the Rollins Institute for General Studies, the Master of Arts in Teaching Program, graduate programs in business administration and physics. Includes numerous statistical tables and charts.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

R-1 20. Self Study 8507
x 1, 2, 5, 6, 7,8, 9, 10, 12, 15
16, 17, 18, 21

ROLLINS COLLEGE

WINTER PARK, FLORIDA

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SELF STUDY

Published 1962 or 1963?

Prepared For The Southern Association Of Colleges And Secondary Schools

ED000911

ROLLINS COLLEGE

WINTER PARK, FLORIDA

SELF STUDY

Prepared For The Southern Association
Of Colleges And Secondary Schools

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INTRODUCTION

INITIATION OF THE SELF STUDY

The Self Study of Rollins College was initiated by request of the faculty on May 30th, 1960. The request was approved by the Project Director of the Southern Association by letter dated July 12, 1960, with visitation set for April 1962; this date was subsequently changed to October 21-24, 1962, on agreement of both the Visitation Committee and the College. The faculty also confirmed the action of its Faculty-Administration Committee in designating the 1960 Danforth Workshop Team as the nucleus of the Steering Committee for the Self Study. Final approval was granted by the President and the Board of Trustees.

The membership of the Steering Committee consisted of Dr. Carroll, Mrs. Dean, Dr. DeGroot, Mr. Glasser, Dr. Hellwege, Dean Scroggs, Dr. Wavell, Dr. Webber, and Mr. Wolfe.

Other committees subsequently appointed were as follows:

Purposes

Dr. Wendell Stone, Chairman
Mr. Roy Dickey, Co-Chairman
Mr. John O. Rich
Miss Bernice Shor
President Hugh McKean

Organization

Dr. Geneva Drinkwater, Chairman
Dr. Paul F. Douglass
Miss Audrey Packham
Mr. Malcom Scott
Mr. William Trapnell
Mrs. Rebecca C. Wilson

Financial Resources

Mr. Ross Evans, Chairman
Mr. Coulter Craig
Mr. Harold Ward
Mr. Harold Mutispaugh
Mr. John Tiedtke
Dr. William Dewart

The Educational Program

Dr. Dan Thomas, Chairman
Mr. Robert Hufstader, Co-Chairman
Dr. Alex Waite
Dr. Richard Momsen
Dr. Worth Banner
Dr. Stephen Sanderlin
Mr. Marcus Kelly

The Library

Dr. Don Lovejoy, Chairman
Mrs. Alice Hansen, Co-Chairman
Mrs. Evelyn Draper
Miss Barbara Graham
Mrs. Anna Linden

The Faculty

Dr. John Ross, Chairman
Mr. Wilbur Dorsett, Co-Chairman
Dr. Paul Vestal
Mr. Murray Landsman
Miss Connie Ortmeyer

Student Personnel

Dr. Rhea M. Smith, Chairman
Mr. Marc Frutchey, Co-Chairman
Dean Dyckman W. Vermilye
Dean Helen L. Watson
Mr. Jack Carter
Mrs. Angela Campbell

The Physical Plant

Dr. Joseph Romita, Chairman
Mr. George Cartright, Co-Chairman

Special Activities

Mr. George Saute, Chairman
Mr. Maynor Hardee
Mr. Thomas Peterson
Mr. Alfonse Carlo
Mr. John Tiedtke
Dr. Chas. Welsh

The reader of this Self Study is reminded that the work which produced it began in 1960 and that some of the work was concluded as recently as May, 1962, deadlines to the contrary obviously notwithstanding. Conditions existing or statements true two years ago may have altered. In some cases where it has been possible to do so without making major or lengthy changes in the report, facts have been up-dated. In most cases, however, this has not been possible. Nevertheless, a few illustrative examples of changes not recorded are worth noting. First, increasing cooperation of Rollins with other institutions in the state has been a steadily growing trend within the past two years (see Chap. XII). Two years ago no special appointive committee existed for implementing this policy. Such a committee came into being only recently but not in time to be included in Fig. 9, Chapter II. Further, under the slowly expanding graduate program (see Chapters II and XII), courses leading to a degree of Master of Science in Engineering Physics have been approved, but the degree is not yet being granted. Finally, the figures given in Chapter II on the enrollment in the Institute of General Studies do not reflect the present expanding number, which is probably over 1600 at present.

Editorial Committee

Dr. John Bowen Hamilton, Editor.
Dr. Patricia Drabik
Dr. Lillian H. Gleason
Mrs. Flora Magoun
Mrs. Letty Morehouse

ROLLINS COLLEGE — HISTORY AND DEVELOPMENT

Rollins College is one of the oldest institutions of higher education in the lower Southeast not controlled and supported by state or church. Since 1885 Rollins has pioneered as an independent, non-denominational, coeducational, small college of liberal arts. In common with many New England colleges, Rollins cherishes its traditional connection with the Congregational Church but has had no official affiliation with it or any other organization since December, 1938.

In the 1880's Central Florida, where Rollins was located, was one of the last frontiers of American life. Its sparse population was gradually being enlarged by home seekers from the East and Middle West; by businessmen in search of investment opportunities; by the well-to-do hoping to find health and relaxation; and by teachers and ministers of the gospel intent on extending religious influences and educational opportunities. A combination of these aspirations resulted in 1881 in the establishment of Winter Park.

Rollins owes its origin to the leadership of 13 Congregational Churches which in 1884 were active in Florida. Civic leaders of the village of Winter Park provided leadership and wealthy winter visitors gave funds. Standards of the Eastern colleges were adopted and maintained.

Rollins has always been national in its trustees, faculty and students. Veterans of the Northern and Southern armies worked together harmoniously as Charter Trustees and as professors to build Rollins into a sound, national institution.

1885-1892 During the first seven years Dr. Edward Payson Hooker, preacher and educator, administered Rollins. Two catastrophies were encountered—a serious freeze and a yellow fever epidemic. Both decreased and delayed enrollments. During President Hooker's administration a strong faculty was assembled; among eminent professors who served Rollins during these pioneer days were Dr. Thomas R. Baker, author of textbooks in science, and Dr. Frederick Starr, who later gained fame as an anthropologist under President Harper at the University of Chicago. Students were drawn from the South, the East, and the Middle West. Necessary equipment was acquired and six buildings were constructed.

1896-1902 The next outstanding administration was that of George Morgan Ward, preacher and educator. He encountered one of the worst economic conditions which Florida has ever suffered—the disastrous freeze of 1894-95. President Ward strengthened the faculty by adding retired professors—among them, Frances E. Lord, former acting President of Wellesley; and Elijah C. Hills as Dean, who later became a leading scholar in the Hispanic field. President Ward drew to Rollins students from Cuba, whose training was being interrupted by war conditions. He left Rollins to become President of Wells College in New York.

1902-1915 The third pioneer President who helped lay the foundations of Rollins was William Fremont Blackman. He earned his Ph.D. at Cornell and was a member of the Yale faculty. While a professor at Yale, he was also one of the editors of the **Yale Review.** President Blackman raised the first endowment fund and succeeded in interesting Andrew Carnegie in giving a library as well as a donation toward a science building. Among benefactors on his Board of Trustees who helped with the erection of urgently needed buildings—three of them fireproof—were Charles H. Morse and James Laughlin.

1915-1925 During this decade various proposals were considered for the support of Rollins College by the Northern and Southern Presbyterian Churches jointly with the Congregational Church. Former President George Morgan Ward returned as Acting President on two different occasions to aid in the enlargement of the Endowment Fund. Under his leadership more than $500,000 was subscribed for the Endowment. After a useful service of thirty-nine years, the Rollins Academy was discontinued in 1923.

1925-1949 Dr. Hamilton Holt, journalist and internationalist, served as President of Rollins from 1925 through 1949. In the course of these 24 years he raised approximately $5,000,000 for faculty salaries, buildings, equipment, and maintenance. By lecturing and writing about Rollins, he gave the college a national reputation.

In 1931 President Holt organized an educational conference in an attempt to discover the ideal teaching method and the ideal curriculum. Several nationally known educators attended, including John Dewey. The ideal teaching method, it was decided, should be based upon discussion rather than lecture. This was called the Conference Plan. It had a dual meaning. Classes were to be conducted whenever possible by discussions, and many individual conferences were to be regularly scheduled. The ideal curriculum was to be called the Achievement Plan. This was based upon the concept of a Lower Division and an Upper Division rather than the traditional freshman-sophomore type organization. In the Lower Division the courses should be so organized that breadth rather than depth would be achieved. In the Upper Division, the reverse held, and the student concentrated upon a major field. In the Lower Division the student was supposed to fill in gaps left by his preparatory school courses. For example, if he had not had European history, he should take that here; if he had not had chemistry, he should take that here. The Achievement Plan was in effect for approximately eight years.

In the late thirties, a committee of ten faculty members met once a week for a year with the stated purpose of finding means for getting unity in the curriculum. The result of this work was the Integrated Course Plan. It was proposed that all freshmen take a one-term course entitled "Introduction to the Principles of Mental Hygiene." This course had four purposes: (1) to help the student adjust to college work, (2) to administer a large battery of psychological tests to gain objective evidence of the students' capacity, (3) to reduce the admissions file to a case history, and (4) to have frequent conferences with students to gather subjective data. The subjective data were reduced to an interview form. After the data had been correlated, an attempt was made to build a course of study around the specific curriculum and capacities of the students. It was informally called "the tailor made curriculum." At the end of the fall term, the student chose a four term sequence in the social sciences and a four term sequence in the humanities. The sixth term of this two-year period was devoted to philosophical synthesis.

The Integrated Course Plan lasted for about three years; then exigencies of the second World War intervened, and the planned course had to be dropped. Several factors in the Integrated Course Plan were retained, however: 1) the mental hygiene course with its emphasis on orientation to college life; 2) the many individual conferences furnishing subjective data; and 3) the reduction of the Admissions file to a case history. The instructors in this course remained the students' first term advisers, and the attempt was made to fit the curriculum to the individualized needs of each student. In a colloquial sense this was still sometimes called "the tailor made curriculum." It came to be known as the Individualized Curriculum Plan. Within three years the mental hygiene course was dropped as a formal all-college requirement, although it was retained as an elective for those students who might benefit from it.

President Holt's resignation in 1949 was followed by the appointment of Paul Wagner. Several curriculum changes were initiated during his tenure, but none were actually put into effect. His tenure lasted for approximately two years. Hugh F. McKean, then a member of the faculty in the Art Department, was elected Acting President by the Board of Trustees on April 27, 1951, his tenure becoming effective on the departure of President Wagner May 3, 1951. Mr. McKean assumed office on that date, and public announcement was made of the fact on May 13. Mr. McKean served as Acting President until February 23, 1952, on which date he was voted President by the Board of Trustees; public announcement was made of that election on April 9, 1952. President McKean's tenure has been characterized by a general strengthening of the College in several respects: 1) the admissions requirements have been progressively stiffened; 2) the general, internal, academic standards have been raised; 3) the quality of the faculty has been strengthened academically; 4) the sciences are strongly emphasized; 5) faculty salaries have been increased both in terms of across-the-board and merit raises; 6) new fringe benefits, such as medical insurance, have been instituted; 7) democratic plans for the appointment and reappointment of faculty members were introduced; 8) a greatly strengthened academic advisory system was put into effect; 9) badly needed property has been acquired; 10) all of the various phases of the adult education program, as described elsewhere, have been consolidated under the heading of the Institute for General Studies; 11) graduate programs have been introduced in areas described elsewhere in this report (see Chapters II and IX of this Self Study). In general, therefore, as indicated above, the College has been strengthened in almost all of its operations.

CHAPTER I

PURPOSES OF THE COLLEGE

THE DUAL CHARACTER OF AIMS AND PURPOSES

Aims may be normative and abstract. They may define characteristics which we hope human beings in general and our students in particular should exhibit. We may fondly hope that the stimuli of their studies and the skill and dedication of their teachers will make values clear and lead to at least something more than intellectual assent. Such is, of course, the analytical power of logical thought, the quality of objectivity in balance with sensitivity to ethical, social, cultural and aesthetic values. But these normative values have little meaning unless they can be correlated with a model.

Models are food for the imagination, and yet they *fulfill the function* of a norm, or aim, in being a model. Nearly a hundred years ago, for example, Walter Bagehot made a study of why some nations prospered and progressed and why others did not. Now, he said, the model of a nation is built of what it admires. It depends upon the model of character emulated. He was speaking of governments. But a model or the aim is effectual as well in physics, a student body, a faculty, and an educational institution. Washington, Jefferson, and Lincoln serve as remote, but powerful, models of the American. A Lindberg and a Glenn may serve today.

Three general standards or norms may be granted as the background for the model: (1) rationality, in the ancient Greek usage of that word; (2) sensitivity, and (3) creativity. Each of these is in degree unique to human beings; they are, as a matter of fact, the critical defining normative characteristics of the species **homo sapiens.** The making of a model, then, which exemplifies these characteristics, will give us the kind of human being we should like to graduate.

It is assumed that we are not here concerned specifically with the content of a curriculum, although it is one factor in the construction of the model.

The elements of our model are then a person who:

(1) can write clearly and effectively with a minimum of effort;

(2) can analyze written and spoken language in terms of its logical structure and coherence;

(3) delights in the manifestation of these properties and the expression of them;

(4) has learned how to discover the most basic facts and principles in each of the areas of knowledge;

(5) has pursued one or more areas of knowledge far enough to gain some sense of mastery therein;

(6) has gained some understanding of present problems by seeing them in historical and cultural perspective;

(7) has acquired an appreciation of the revolutionary techniques of scientific inquiry and has examined their implications for ethical and political values;

(8) has a clear understanding of our own culture and of the political philosophy upon which it rests;

(9) has acquired some understanding of the language of the arts and of aesthetic values anywhere for the particular *delight which they afford* and for the concepts which lead us beyond them;

(10) has learned how to make a coherent and organic totality of these facts, techniques of inquiry, and principles; and who uses this framework to help solve today's problems;

(11) has found that creativity, and the freedom which it implies, is a value which makes any model come alive.

Such are the parts of this model. To make it more concrete at this stage would destroy its model-like character. Much of the material for its construction is present in our present curriculum; some new elements need to be added. For instance, it might be that a four-year sequence in "Key Concepts" would give our model an organic character which it specifically lacks now—especially if we expand, as has been suggested, into a complex of colleges and yet retain the Liberal Arts Ideal.

THE PURPOSES OF THE INSTITUTION

The purposes of the College are concisely stated in the catalog and regularly printed in each issue; this statement is also either reproduced or implied in other publications of the College. As indicated above, the present statement of purposes originated in conferences held in 1931 under the leadership of President Hamilton Holt. This statement has undergone no essential modification since that time although certain changes in implementation, such as dispensing with the two-hour class, for example, have been made. This original statement of purposes represents the views of the governing board and the faculty, both of which bodies are fully acquainted and in sympathy with it.

Aside from the usual goals of the liberal arts college, Rollins has been adapting to local and regional needs rather extensively. These adaptations are clearly stated in this report, especially in the section dealing with Special Activities (Chapter IX).

Rollins is one of four colleges in Central Florida with standing committees whose function is to explore proposals for cooperative educational effort with respect to staff, curricula, libraries, and cultural programs. The committee is a new development, however, and it has not existed long enough to produce substantial results.

Rollins has no obligation to church, private organizations, or the State Legislature. No obligations exist in the charter except the explicit statement that the instructional program remain within the concept of Christian education. The purposes and objectives of departments or divisions are as related to the objectives of the institution as a whole as in any college. Evidences as to the degree to which course offerings, degree programs, faculty, students, and personnel programs are related to or in accord with the statement of purposes can be found in the general statement of purposes above and in the catalog, as well as in the body of the report following.

The latest action of the Board of Trustees envisages the institution as a complex of colleges stemming from a common base which could serve many of the burgeoning needs of the area. The reader is also referred to the lengthy report of the President to the Board of Trustees, made in February, 1962, and available in the administrative offices of the College.

No serious deviations from the stated purposes and objectives of the College have been disclosed. Recommended changes are directed to a better realization of the established purposes and objectives, whether old or new.

CHAPTER II

ORGANIZATION

The duties and responsibilities of the adminstrative officers are defined in (1) the Charter and Bylaws of Rollins College, (2) Statement of Principles for the Administration of Rollins College, and (3) the Faculty Bylaws. Faculty duties and responsibilities are clearly defined in these documents, and they are understood and accepted.

Faculty evaluation of the faculty committee structure was included in the revision of the Faculty Bylaws adopted by the faculty in 1960. In that year, the Faculty-Administration Committee appointed a sub-committee consisting of the Dean the college and three members of the faculty to read the 1955 bylaws. This sub-committee recommended certain changes and incorporated others suggested by the faculty-administration committee. This revision of the 1955 Bylaws was recommended by the Faculty-Administration Committee to the faculty and approved by the latter group. Faculty evaluation of the total organization of the institution and its effectiveness in handling problems and in carrying out policy decision is included in the report of the faculty committee of this Self Study.

While the Joint Faculty-Student-Trustee Committee provides a formal channel of communication for direct access to the officers of the college, informal, personal communication is encouraged.

Appended below are certain charts: the administrative organization for finance, business management, and plant operation, Fig. 1; the administrative organization for the student personnel program with respect to fraternities, Fig. 2; sororities, Fig. 3; the chapel, Fig. 4; publications, Fig. 5; and athletics, inter-collegiate and intramural, Fig. 6; Fig. 7 shows the administrative organization of the faculty with respect to academic structure,; Fig. 8, the trustees, and Fig. 9, the faculty.

The Board of Trustees.

Rollins College is a non-profit corporation organized under the laws of the State of Florida in 1885. Its charter provides for a governing Board of Trustees, with perpetual succession, in number not less than nineteen nor more than twenty-four, three of whom shall be nominated by the Rollins Alumni. The charter and Bylaws of the College, the Bylaws and minutes of the meetings of the trustees, and the Bylaws and minutes of the meetings of the faculty are all available in the Administration Bulding.

At present there are twenty-three trustees. The list below includes a statement of business ar profession, the date elected to the Board, and some of their civic activities:

F. Monroe Alleman; investment banker, December 15, 1953; member, Orlando Chamber of Commerce; Director, Folrida Symphony Society; Director, Citizens National Bank of Orlando; Director, National Standard Life Insurance Company.

Archibald G. Bush, LL.D.; manufacturer, banker, insurance executive; May 31, 1955; Chairman, Winter Park Memorial Hospital; Director, Central Florida Development Corporation; member, Florida State Council of 100 (Governor's Committee); Trustee, Hammond University, St. Paul, Minnesota; Vice-Chairman, St. Paul Planning Board, St. Paul, Minnesota; member, Orange County Community Chest; member, Expressway Committee; member, Chamber of Commerce, Winter Park, Florida.

Harry J. Carman; PH.B., A.M., Pd.B., Ph.d., L.H.D., Litt.D., LL.D., D.P.S., teacher and administrator — February 25, 1955; National representative, Woodrow Wilson National Fellowship Foundation; member, Board of Higher Education, New York City; member, Board of Trustees of Parsons School of Design and the following colleges: Bard, Earlham, Morehouse, Atlanta University; senior education consultant, John Hay Whitney Foundation; educational consultant, Joint Industrial Board, Electrical Industry, New York City; Chairman, Manhattanville Community Centers, Inc., New York City; President of Freedom House, New York.

Oliver C. Carmichael; A.B., M.A., B.Sc., LL.D., L.H.D., D.C.L.; educational consultant; February 20, 1959; member, Commission on Goals for Higher Education in the South; member, Board of Higher Education of North Carolina; member, Board of Trustees of the Nutrition Foundation; Chairman, Board of Directors, Learning Resources Institute; member, Commission on Higher Education of Women.

H. George Carrison; A.B.; investment banker; February 21, 1948; President, Florida Security Dealers Association; secretary and member, Board of Duval County Beaches Public Hospital; Finance Chairman, Jacksonville Art Museum; Division Chairman, United Fund Community Chest; Meninak Civic Club, Jacksonville.

Fig 1

ADMINISTRATIVE ORGANIZATION FOR FINANCE, BUSINESS MANAGEMENT, AND PLANT

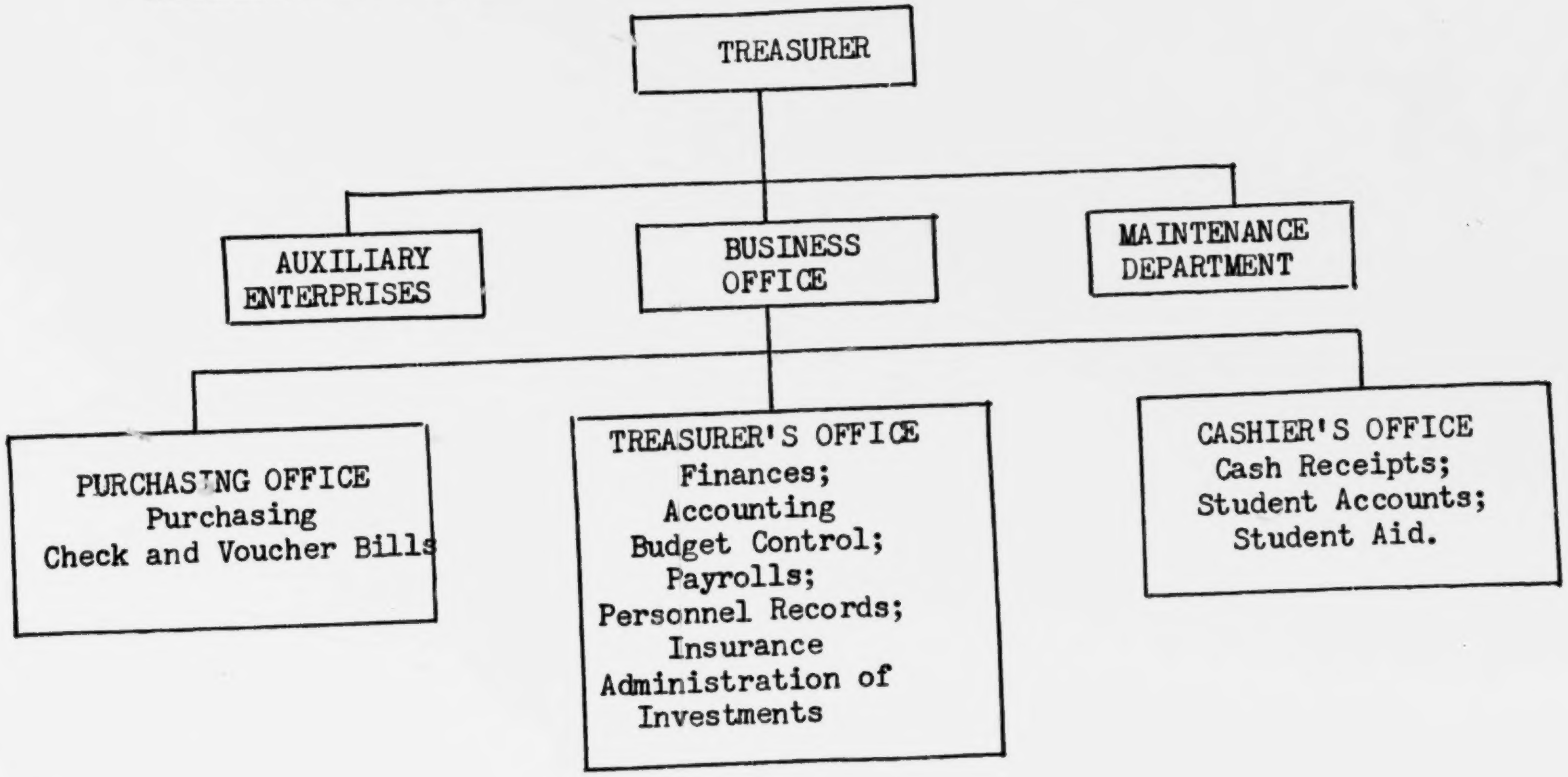

TREASURER
AUXILIARY ENTERPRISES
BUSINESS OFFICE
MAINTENANCE DEPARTMENT
PURCHASING OFFICE
Purchasing
Check and Voucher Bills
TREASURER'S OFFICE
Finances;
Accounting
Budget Control;
Payrolls;
Personnel Records;
Insurance
Administration of
Investments
CASHIER'S OFFICE
Cash Receipts;
Student Accounts;
Student Aid.

Fig 2

Administrative Organization for
Student Personnel - Fraternities

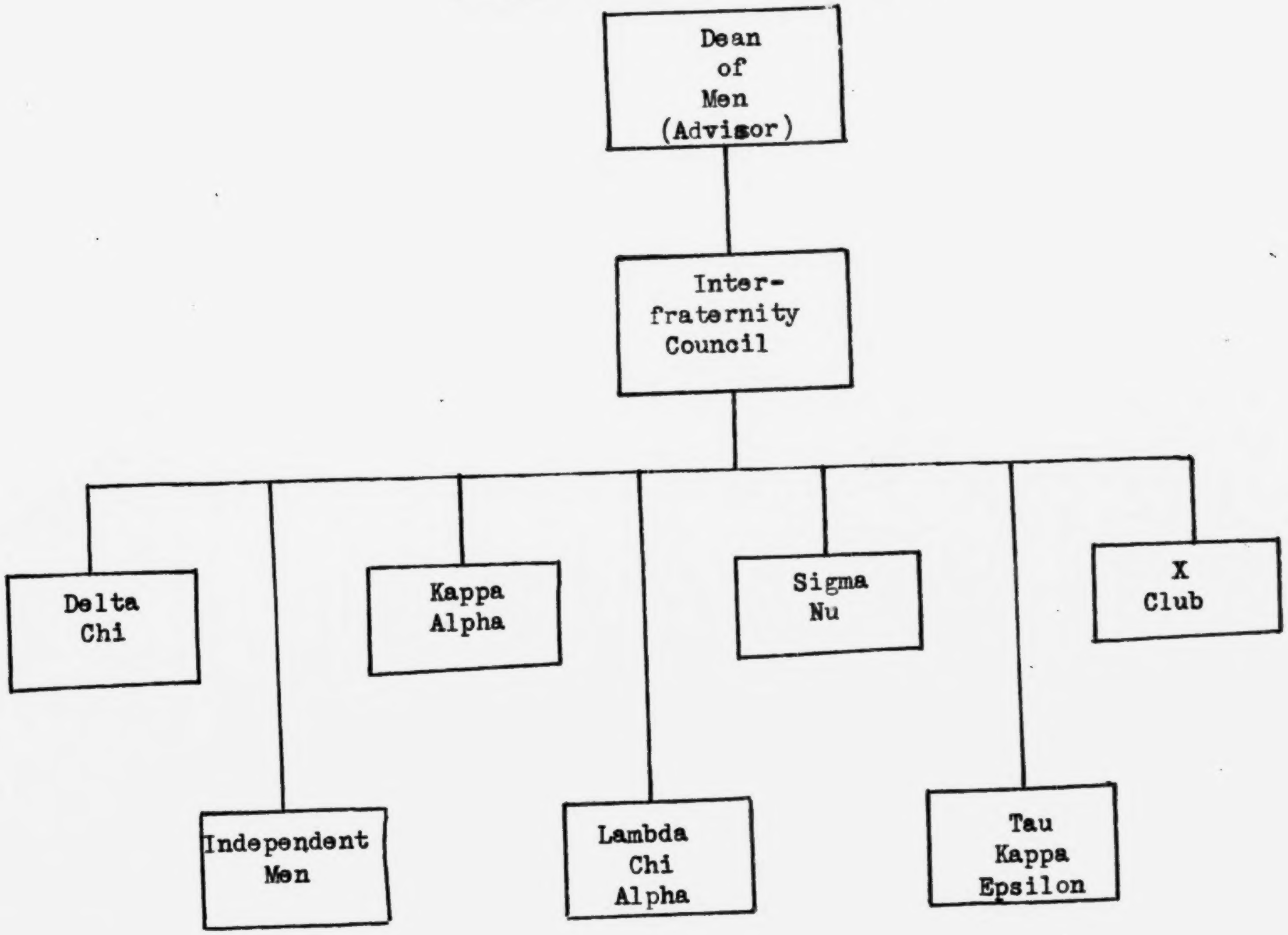

Dean of Men (Advisor)
Inter-fraternity Council
Delta Chi
Independent Men
Kappa Alpha
Lambda Chi Alpha
Sigma Nu
Tau Kappa Epsilon
X Club

Fig. 3

Administrative Organization for Student Personnel, Sororities

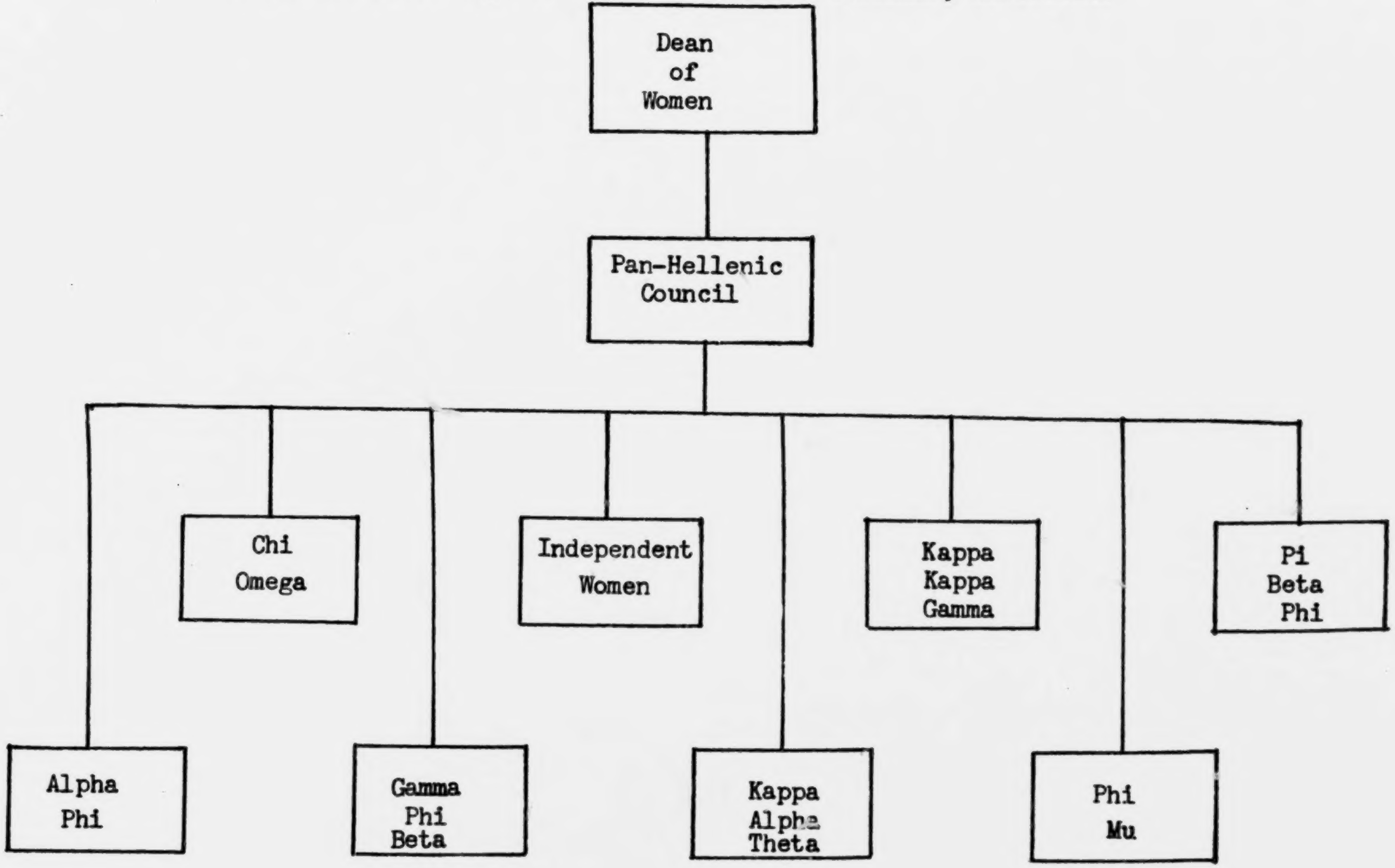

Dean of Women
Pan-Hellenic Council
Alpha Phi
Chi Omega
Gamma Phi Beta
Independent Women
Kappa Alpha Theta
Kappa Kappa Gamma
Phi Mu
Pi Beta Phi

Fig. 4

Administrative Organization for Student Personnel, Chapel

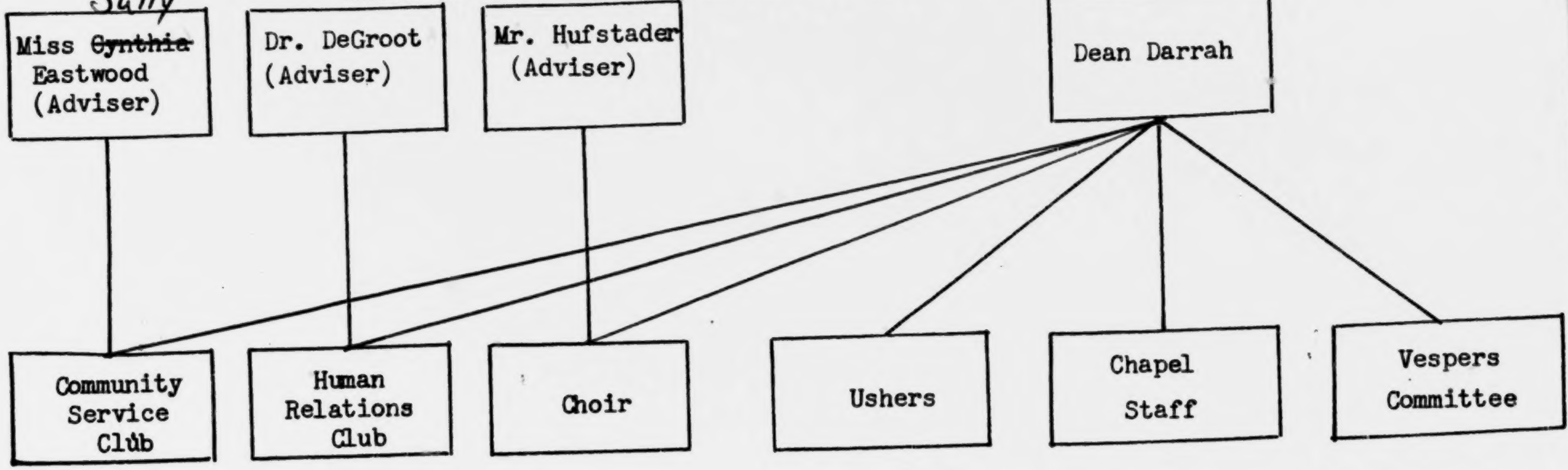

Sally
Miss ~~Cynthia~~ Eastwood (Adviser)
Dr. DeGroot (Adviser)
Mr. Hufstader (Adviser)
Dean Darrah
Community Service Club
Human Relations Club
Choir
Ushers
Chapel Staff
Vespers Committee

Fig. 5

Administrative Organization for
Student Personnel - Publications

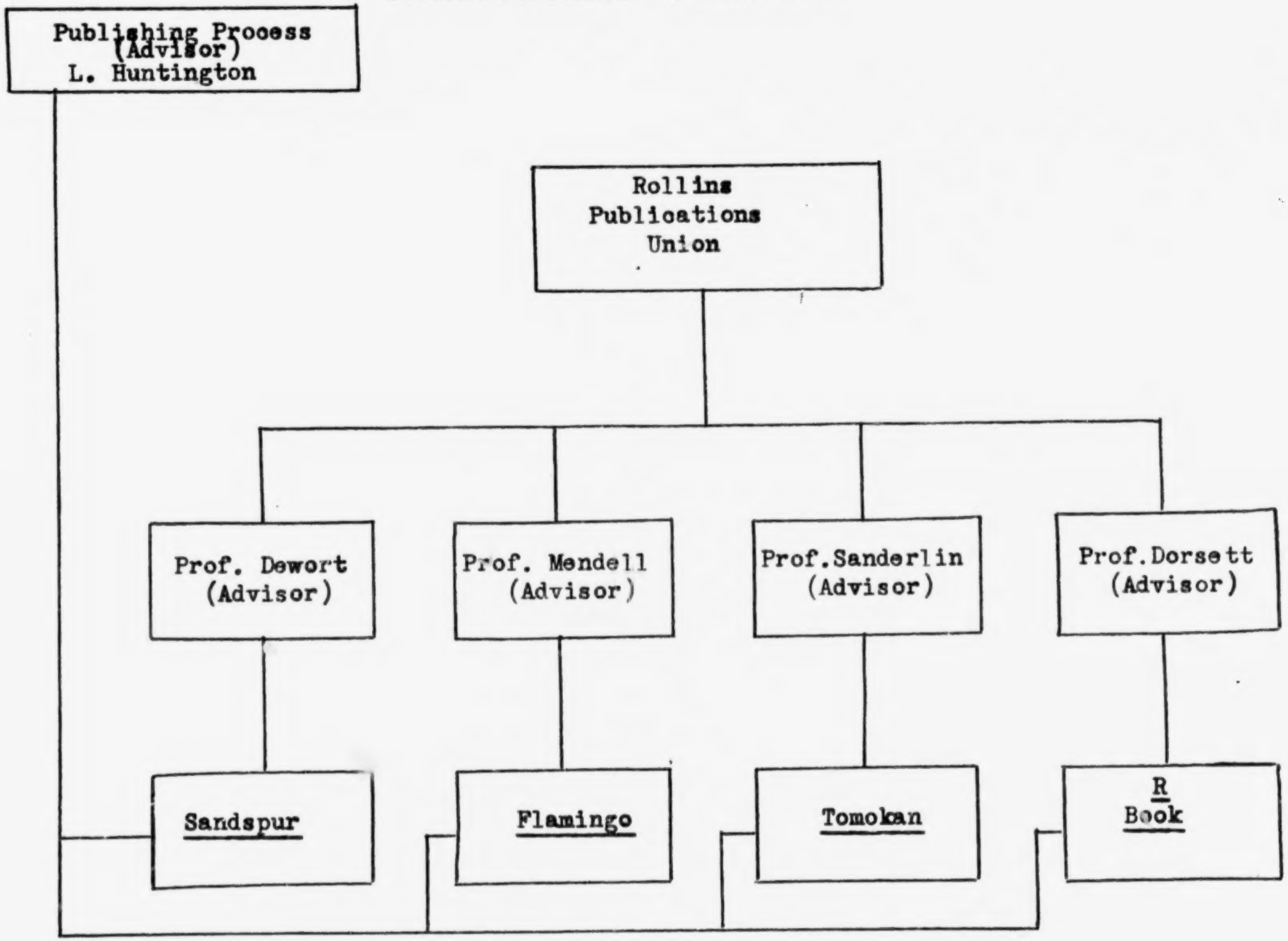

Publishing Process
(Advisor)
L. Huntington
Rollins
Publications
Union
Prof. Dewort
(Advisor)
Prof. Mendell
(Advisor)
Prof. Sanderlin
(Advisor)
Prof. Dorsett
(Advisor)
Sandspur
Flamingo
Tomokan
R
Book

Fig. 6

ADMINISTRATIVE ORGANIZATION FOR STUDENT PERSONNEL: ATHLETICS, INTERCOLLEGIATE AND INTRAMURAL

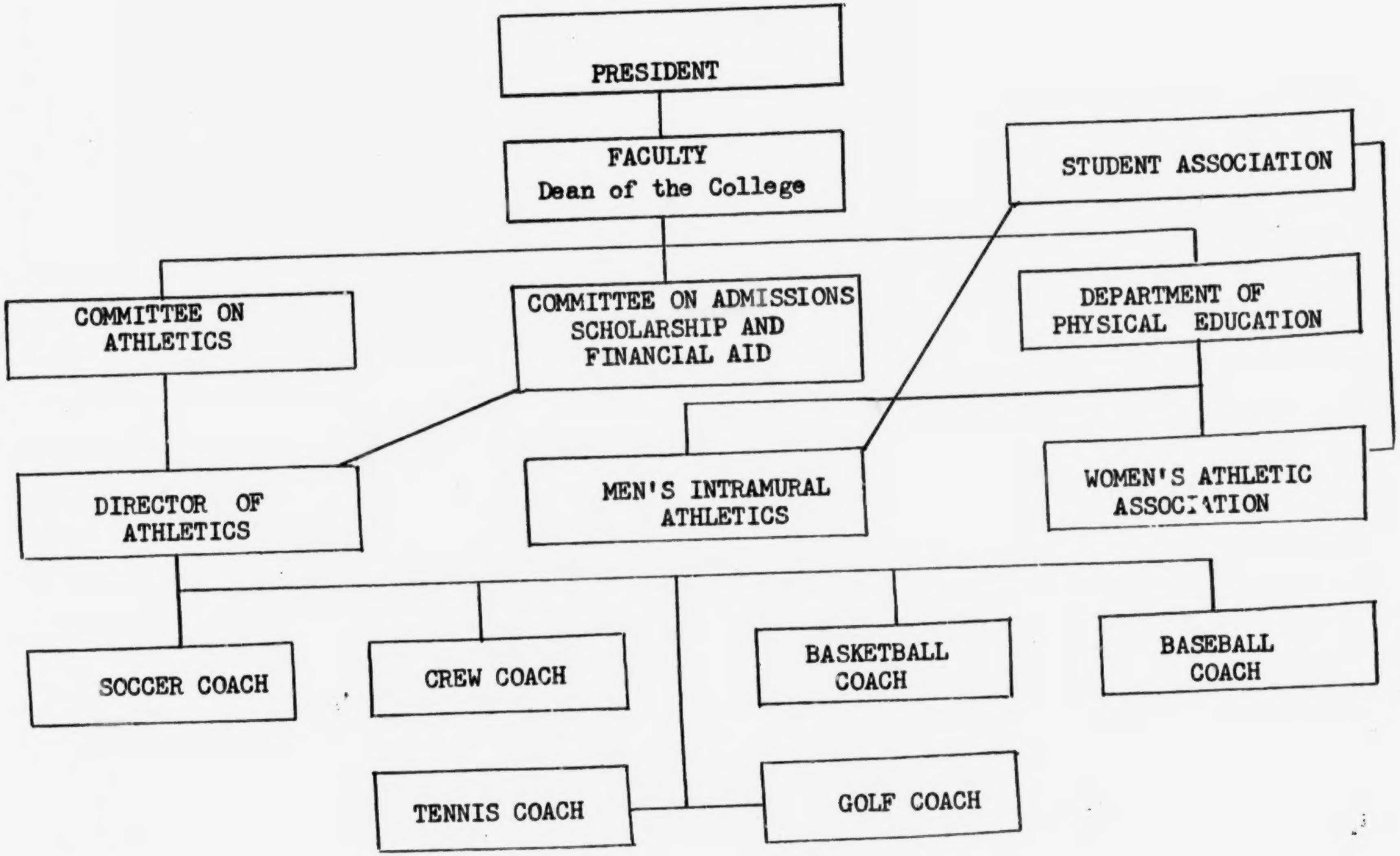

PRESIDENT
FACULTY Dean of the College
STUDENT ASSOCIATION
COMMITTEE ON ATHLETICS
COMMITTEE ON ADMISSIONS SCHOLARSHIP AND FINANCIAL AID
DEPARTMENT OF PHYSICAL EDUCATION
DIRECTOR OF ATHLETICS
MEN'S INTRAMURAL ATHLETICS
WOMEN'S ATHLETIC ASSOCIATION
SOCCER COACH
CREW COACH
BASKETBALL COACH
BASEBALL COACH
TENNIS COACH
GOLF COACH

Fig. 7

Organizational Chart - Academic Structure

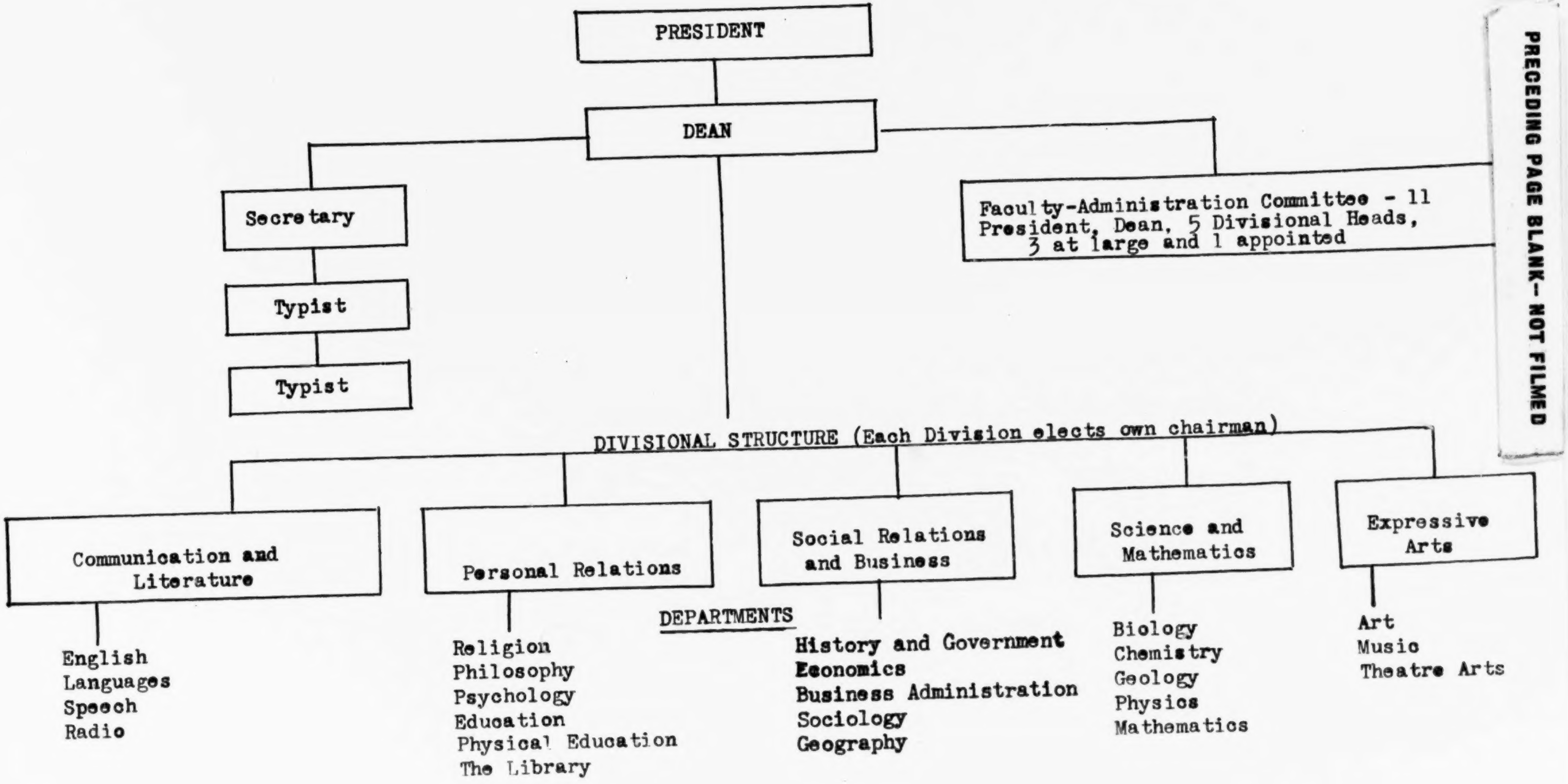

PRESIDENT
DEAN
Secretary
Typist
Typist
Faculty-Administration Committee - 11
President, Dean, 5 Divisional Heads,
3 at large and 1 appointed
DIVISIONAL STRUCTURE (Each Division elects own chairman)
Communication and Literature
Personal Relations
Social Relations and Business
Science and Mathematics
Expressive Arts
DEPARTMENTS
English
Languages
Speech
Radio
Religion
Philosophy
Psychology
Education
Physical Education
The Library
History and Government
Economics
Business Administration
Sociology
Geography
Biology
Chemistry
Geology
Physics
Mathematics
Art
Music
Theatre Arts

Fig. 8

ADMINISTRATIVE ORGANIZATION, BOARD OF TRUSTEES

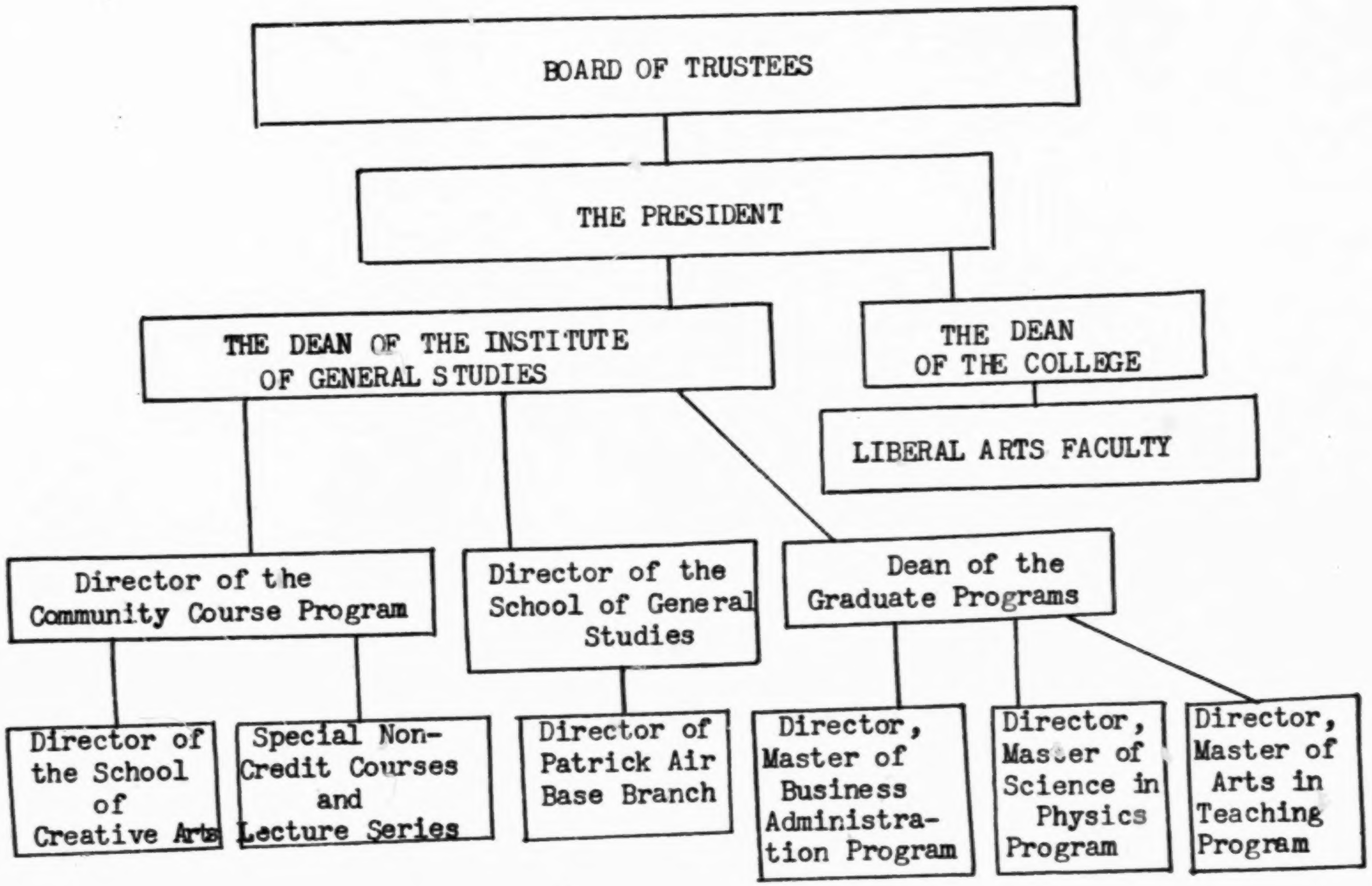

BOARD OF TRUSTEES
THE PRESIDENT
THE DEAN OF THE INSTITUTE OF GENERAL STUDIES
THE DEAN OF THE COLLEGE
LIBERAL ARTS FACULTY
Director of the Community Course Program
Director of the School of General Studies
Dean of the Graduate Programs
Director of the School of Creative Arts
Special Non-Credit Courses and Lecture Series
Director of Patrick Air Base Branch
Director, Master of Business Administration Program
Director, Master of Science in Physics Program
Director, Master of Arts in Teaching Program

Fig. 9

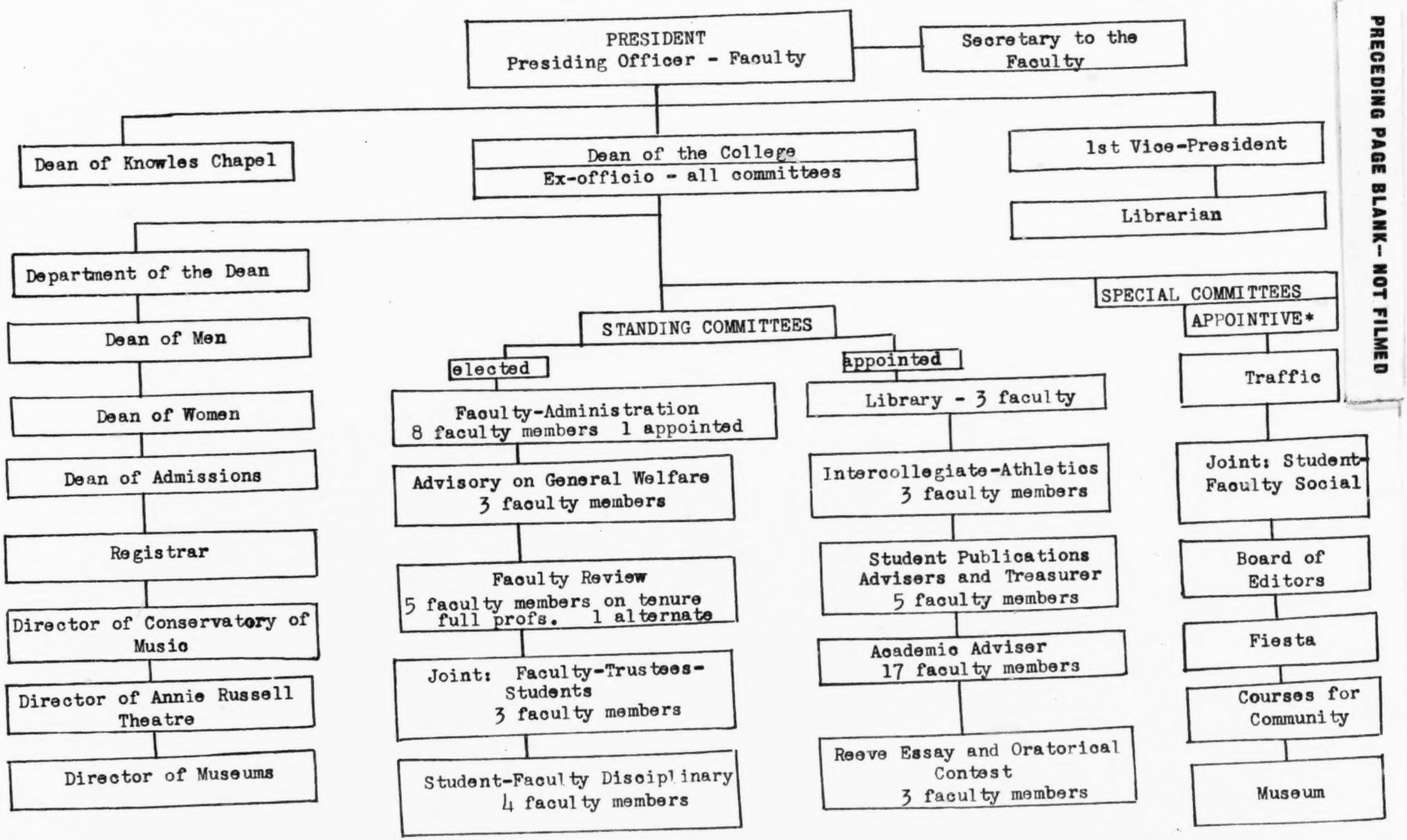
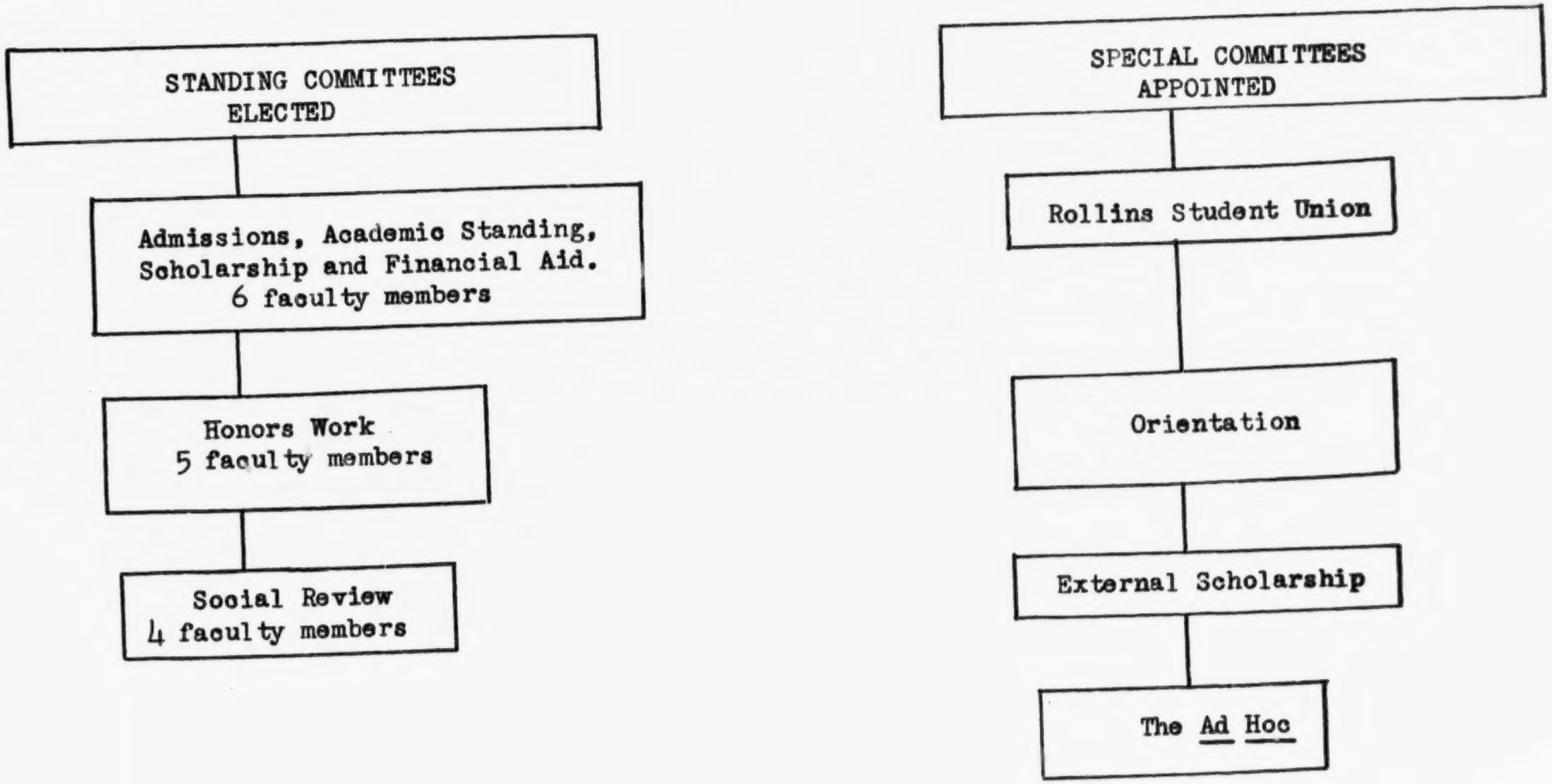

PRESIDENT
Presiding Officer - Faculty
Secretary to the Faculty
Dean of Knowles Chapel
Dean of the College
Ex-officio - all committees
1st Vice-President
Librarian
Department of the Dean
Dean of Men
Dean of Women
Dean of Admissions
Registrar
Director of Conservatory of Music
Director of Annie Russell Theatre
Director of Museums
STANDING COMMITTEES
elected
Faculty-Administration
8 faculty members 1 appointed
Advisory on General Welfare
3 faculty members
Faculty Review
5 faculty members on tenure full profs. 1 alternate
Joint: Faculty-Trustees-Students
3 faculty members
Student-Faculty Disciplinary
4 faculty members
appointed
Library - 3 faculty
Intercollegiate-Athletics
3 faculty members
Student Publications Advisers and Treasurer
5 faculty members
Academic Adviser
17 faculty members
Reeve Essay and Oratorical Contest
3 faculty members
SPECIAL COMMITTEES
APPOINTIVE*
Traffic
Joint: Student-Faculty Social
Board of Editors
Fiesta
Courses for Community
Museum

Fig. 9, p. 2


STANDING COMMITTEES
ELECTED
Admissions, Academic Standing, Scholarship and Financial Aid.
6 faculty members
Honors Work
5 faculty members
Social Review
4 faculty members
SPECIAL COMMITTEES
APPOINTED
Rollins Student Union
Orientation
External Scholarship
The Ad Hoc

* Committee appointments are made by the President.

Faith Emeny Conger; B.A.; teacher; February 21, 1958; Honorary Member, Board of Trustees of Chapin School, Princeton, N. J.; member, Board of Trustees of Princeton Nursery School, Princeton, N. J.

Coulter Craig (retired); December 15, 1953; Colonel, Ordnance Department Reserve, U.S.A.; University Club, Winter Park, Florida; Longue Vue Club, Pittsburgh, Pa.; Army and Navy Club, Washington, D. C.; Alumni Association, University of Chicago; Chi Psi Fraternity; American Ordnance Association; Sons of the American Revolution.

Olcott H. Deming; A.B.; February 24, 1945; University of Tennessee, graduate studies, 1935-1937; member of Am. Soc. of International Law; American Foreign Service Association; Asiatic Society of Tokyo; member, Metropolitan Club of Washington, D. C.; member, Chevy Chase Club, Maryland.

J. Roy Dickie; A.B., LL.B., LL.D.; retired lawyer; December 15, 1953*; Central Florida Redevelopment Committee; American Bar Association; Pennsylvania Bar Association; Allegheny County Bar Association; American Law Institute; elder, Winter Park Presbyterian Church; Washington and Jefferson College, ex-Alumni Trustee; Board of Education of Pittsburgh, former member and President; Country Club of Orlando; University Club of Winter Park; member and former President, University Club of Pittsburgh, Pa.

Clarence M. Gay; banker; February 21, 1953; Chamber of Commerce; Rotary Club; State Committee of "100."

Joseph S. Guernsey; B.A.; President and Manager of Orlando Federal Savings and Loan Association; February 22, 1957; member and deacon, First Presbyterian Church; member of Board of Trustees, University of Orlando and Orlando Junior College; member of the Board of Trustees, United Appeal of Orange County, Inc.; Director, Orlando Executives Club; member, Orlando Board of Realtors; member, Society of Residential Appraisers; Lt. Col., U. S. Air Force Reserve; Orlando Country Club; Director, Rotary Club of Orlando; Director, Southeastern Savings and Loan League.

Thomas Phillips Johnson; A.B., LL.B., LL.D.; attorney; February 24, 1939; Trustee, Presbyterian Hospital, Pittsburgh; Incorporator, St. Francis Hospital, Pittsburgh; American Law Institute; Director, Pittsburgh Playhouse; Director, Civic Light Opera; Treasurer, Republican Ex. Comm. of Alleghany County.

Jeannette G. McKean; artist; interior decorator; real estate and retail merchandising; citrus business; June 1, 1936; February 24, 1939; February 5, 1942.

Nelson Marshall; B.S., M.S., Ph.D.; educator and oceanographer; February 23, 1952; member, Institute on Religion in an Age of Science; member, Sigma Chi; American Association of University Professors; Fellow, American Association for the Advancement of Science; American Society of Limnology and Oceanography; Ecological Society of America; Board of the Cooperative Bureau for Teachers.

William B. Mills; A.B., A.M., LL.B.; lawyer; December 15, 1953; Trustee, Jacksonville Public Library; Trustee, Jacksonville Art Museum; President, Jacksonville Family Consultation Service; Executive Committee, Jacksonville Community Chest; American Bar Association, taxation section.

Robert A. Robertson; A.B.; storage warehouse business; June 1, 1961; President, Greater Orlando Chamber of Commerce; Director, Country Club of Orlando; Director, The University Club of Orlando; Director and Secretary, Central Florida Development Committee; Commissioner, The Housing Authority of the City of Orlando; deacon, First Presbyterian Church; Chairman, Building Committee, First Presbyterian Church; past president, Rotary Club of Orlando; past president, Southeastern Warehousemen and Movers Association; past member, Executive Committee, American Warehousemen's Association, Merchandise Division; past president of Orlando Tennis Club; past chairman, "Share in America—U. S. Savings Bond Drive," Orange County; President, Robertson Warehouse Co.; Director, Tavares and Gulf Railroad.

Howard W. Showalter, Jr.; A.B.; Showalter Flying Service, Inc.; May 29, 1951; member, Winter Park University Club; past president, Winter Park Chamber of Commerce; Winter Park Racquet Club; member Board Trustees, Winter Park Memorial Hospital;

**Deceased,* 6-22-62. Ed.

deacon, Winter Park Presbyterian Church; member, Winter Park Planning and Zoning Commission; Civic Affairs Committee, Winter Park Chamber of Commerce; Scout Committee, BSA Troop 64; member, Aviation Division Florida State Chamber of Commerce; past president, Florida Aviation Trades Association.

L. Corrin Strong; Ph.B., LL.D.; retired; first elected June 22, 1939; May 28, 1946-December 15, 1953; honorary trustee, December 15, 1953-February 22, 1957; re-elected February 22, 1957; former American Ambassador to Norway.

Paul L. Thoren; A.B.; public utilities executive; June 4, 1959.

Miller Walton; LL.B.; attorney; February 19, 1949; Kiwanis Club of Southwest Miami, president, 1950; Trustee and Chairman of Executive Committee of Board of Trustees, Baptist Hospital of Miami, Inc.

Franklyn L. Williamson; manufacturer; June 2, 1960; Director, Y. M. C. A.; Director, Orange County Chapter, American Red Cross; Trustee, United Appeal; member, Executive Committee, Central Florida Development Committee; Trustee, Rollins College.

Rebecca Coleman Wilson; A.B.; homemaker; May 29, 1951; Orange County Red Cross Board; Winter Park Memorial Hospital Auxiliary; Bishop Wing Academy, Board of Trustees; Trustee, Rollins College.

George W. Johnson, A.B., LL.D.; attorney; has for years served the College as counsel and the Board as secretary. His service for years as president of the Orange County School Board and his devotion to the College have made his services and advice most helpful.

The age of the Trustees ranges from 29 to 80 as follows: 1 is 29; 8 are between 40 and 50; 5 are between 50 and 60; 4 are between 60 and 70; and 1 is 80. Their record for attendance has been excellent. All absences have been for good reasons, and have been excused by the Board. The Bylaws provide for the annual meeting on the Friday in February nearest to Washington's birthday and that there shall be another meeting on the Tuesday next preceding commencement, which shall be deemed a "regular" meeting.

The Bylaws provide for these standing committees to be elected by the Board: Executive, Finance, and Nominating; and for such special committees as the Chairman of the Board shall deem advisable. For some years the Chairman has appointed a Real Estate Committee; a Building Committee; a Library Committee; a Joint Committee of Students, Faculty, and Trustees; and a Male Students Program Committee.

The Executive Committee is composed of the President and six members of the Board. At present five of the six members of this committee are residents of this community, i.e., either Winter Park or Orlando, and are subject to call for meetings at any time, even through the summer months. The President, the 1st Vice-President, the Vice-President and Treasurer, and the Dean of the College meet on each Tuesday morning at 9:30 a.m. with such members of the Board as can be present to discuss the affairs of the college. Since twelve of the Trustees are local residents (including 5 of the 6 members of the Executive Committee) their meetings are often, if not usually, attended by a majority of the Executive Committee. At these meetings all of the affairs of the college are considered and decisions made which are subsequently submitted and reported to and considered by the whole Board at its annual meeting.

The function of the Finance Committee is apparent from its name, and the same may be said for the Nominating and Library Committees. However, these are active committees, zealous in the performance of their duties.

The Real Estate Committee is active in acquiring additional land which may become necessary for the expansion of the campus and is disposing of land given or bequeathed to the college but which will never be needed for actual use. The college has bought a number of properties adjacent to the campus or nearby, which will probably be incorporated into the campus. The most recent and perhaps the most important was the purchase and exchange transaction with the Baptist Church. Title was acquired to a large part of the square lying east of Interlachen and north of Fairbanks Avenue. It will undoubtedly be needed in the near future.

The Building Committee has been very active in the past five years. Under its direction and supervision, the college has planned and erected Rex Beach Hall, a boys' dormitory; Elizabeth Hall, a girls' dormitory; Rose Skillman Dining Hall; and is presently about to let the contract for the erection of a boys' dormitory to accommodate 196 students.* Plans are in progress for a new science hall, and the alumni are undertaking to raise the

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**This boys' dormitory is nearly completed and the first freshmen will be housed in it in September, 1962.* Ed.

funds necessary for the erection of a field house. Also the Park Avenue School property has been purchased from the Orange County School Board.

The Joint Committee of Students, Faculty, and Trustees is designed to avert trouble before it gets started. It meets at least once each term, hears complaints and discusses problems. It is not empowered to act, but the Committee has discovered that most problems coming to its attention arise out of misunderstandings, and that they are resolved by free and open discussion in this committee.

The name of the male students program committee does not fully explain its nature and function. For a number of years the women students have substantially outnumbered the men. This has engendered real unhappiness among the women who are frequently left without dates for various social affairs. It is believed, therefore, that a real effort should be made to increase the number of men so that they shall equal, or better yet, exceed, the women in number. This committee is endeavoring to devise ways and means to bring about this change.

All committees report to the Board but usually through the Executive Committee. The fact that so many of the Board are residents of this community makes it rather easy for the administrative officers to confer with the Board. The reports of committees usually represent the combined judgment of the Board members and the administrative officers. In all of the many important decisions made by the Board in the last five or six years, there has been no conflict between the Board and the administrative officers. The decisions have been unanimous. Neither the Board nor the administration has attempted to usurp the functions of the other.

Major decisions made in the last five years include the decisions to erect Rex Beach Hall, Elizabeth Hall, and Rose Skillman Dining Hall, as well as the new men's dormitory about to be completed; the purchase of the Baptist properties; and the sale of a number of lots in Mt. Dora, Melbourne, Eau Gallie, and other distant places.

Another important decision was to permit the creation of the Rollins Union, an organization whose purpose is to administer programs which serve the cultural, recreational, educational, and social interests of the college community and through these programs provide opportunities for students to develop leadership and other related skills.

The college has long felt that it has a responsibility to the community; therefore it has offered "special courses for the community" and so-called "Bootstrap" courses for the men of the two adjacent Air Force Bases. The range and nature of these courses have expanded until they extend from creative arts courses for children, to graduate study in business administration, and to courses in physics and in education leading to Masters degrees. The response of the community has been so general that it was decided to consolidate all community academic services into the "Rollins Institute for General Studies." (See report of Special Activities Committee below, Chap. IX.) The Institute is organized into three divisions:

1. The Community Course Programs provide a school of creative arts for children with instruction in music, rhythmics, art, and theatre; and for adults a program of non-credit courses, lectures, community forums, and other similar activities which provide an opportunity to maintain touch with developing fields in the fine arts, literature, science, and industry.
2. The School for General Studies provides a diversified program of courses having college credit which can lead to a degree of Bachelor of General Studies and Master of Arts in Teaching.
3. The Graduate Programs. This section is comparatively new. Here we offer to qualified employed personnel evening courses leading to the Degrees of Master of Business Administration, Master of Science in Physics, and Master of Arts in Teaching. These courses have been added to meet the needs of local industry, business, and government, for graduate work for their employees.

This Self Study has been discussed in the annual meeting of the Board of Trustees and in many of the Tuesday morning meetings of the Executive Committee, which are often attended by individuals not members of the committee but whose valued advice is sought; a number of the members have participated actively in the study and in the preparation of this report. All of the affairs of the college are under practically constant review in the Tuesday morning meetings of members of the Board with the administration officers.

CHAPTER III

FINANCIAL RESOURCES

INTRODUCTION

Rollins, like all independent colleges, has a never ending need for more financial resources. In fact, some believe that Rollins has no problem which could not be solved with "more money." In the past ten years, Rollins has experienced a 25% increase in enrollment, which has brought the regular boarding student body close to the maximum authorized by the Board of Trustees, 800. This increase has brought about the need for more dormitories, a larger dining hall, additional classroom buildings, and an increased faculty. All this has taken place in a period of rising prices, brought on by inflation. Yet Rollins, in the "Space Age," must continue to provide increasingly effective teaching and must have whatever is necessary to accomplish this objective. An expanded library, modern laboratories, the best trained teachers are essentials which must be further developed. Such development requires more and more money.

In this same decade, and in response to local needs, the Institute for General Studies has evolved and become established. It now offers primarily night classes to 866 students, making up a total registration of 1,047 in the following categories: at the graduate level, there are 139 students enrolled in the graduate program in business administration, 55 students in the graduate program in physics, and 43 students in the newly created Master of Arts in Teaching Program. These 237 students make up a current registration of 318.

At the undergraduate level, there are 635 students in the School of General Studies, enrolled for a current registration of 729.

If this report reverts again and again to the need for more money, then the above facts serve as a basis for this emphasis.

FINANCIAL HISTORY FOR TEN YEAR PERIOD ENDING JUNE 30, 1961

The financial picture of Rollins over a ten year period ending June 30, 1961, is presented by exhibits and narrative description in the following pages. Each exhibit or figure is self-explanatory. Before the details are presented, a brief summary of the financial highlights of this ten year period is given.

FINANCIAL SUMMARY FOR THE TEN YEARS ENDING JUNE 30, 1961

Figs. 10 through 17, below, indicate that Rollins has made real financial progress in the past ten years. Following are the highlights of this financial growth toward greater stability.

The annual operating income **increased** from $731,991.48 in year 1951-52 to $1,634,626.54, or 123% increase for the year 1960-61. (Fig. 10)

The annual operating budget **increased** from $721,798.24 in year 1951-52 to $1,614,676.14, or 124% increase for the year 1960-61. (Fig. 10)

The operation and maintenance of three buildings — the Chapel, the Rollins Center, and the Administration Building — are provided for completely by endowment. (Fig. 12)

Plant assets — land, buildings, and equipment — **increased** $2,823,496.40. (Fig. 14) The present market value of land and buildings is estimated at $15,000,000.00.

Endowment Funds **increased** $3,410,380.61. (Fig. 15) The present market value, at June 30, 1961, is $6,597,060.00.

The current operating fund deficit **decreased** from $351,756.54 at July 1, 1951, to $190,255.44, or a net decrease of $161,501.10. (Fig. 17)

Trends in indebtedness have been increasingly favorable to the college. Refinancing of old obligations has been very advantageous. Actual long-term obligations have varied due to construction plans at the time. For example, the new men's dormitory now under construction requires a government loan. The present income from dormitories and dining hall is ample to cover annual payments on this indebtedness. The indebtedness is not out of proportion to the college needs and resources.

It is thus clear that the financial picture at Rollins has steadily improved over the past ten years.

HISTORY OF CURRENT FUND

As shown by Fig. 10, Rollins has ended each year for the past ten years with a surplus — a total surplus of $225,007.38, or an average surplus per year of $22,500.73. The funds provided by this surplus have been used for debt retirement and have been added to sinking funds to meet bond requirements.

The operation of the Diamond Jubilee Fund has been an important determining factor in the available funds and in the annual surplus of the Current Fund. Soon after the establishment of

Section I

FIGURE 10

CURRENT FUND

SUMMARY OF INCOME AND EXPENDITURES F

FROM JULY 1. 1951 THROUGH JUNE 3

(IN DOLLARS)

INCOME	1952	1953	1954	1955
I EDUCATIONAL AND GENERAL				
A. STUDENT FEES				
1. Tuition - Regular (Excluding Room and Board)	$576,782.23	$608,959.67	$670,372.01	$651,697.96
2. Tuition - Evening Classes	-	26,367.38	12,844.38	15,491.63
3. Tuition - Graduate (net)	-	-	-	-
Total Student Fees	$576,782.23	$635,327.05	$683,216.39	$667,189.59
B. ENDOWMENT INCOME	$ 38,832.80	$ 54,006.49	$ 51,824.61	$ 66,616.09
C. GIFTS AND GRANTS	$ 94,988.34	$148,990.26	$161,056.94	$161,528.36
D. ORGANIZED ACTIVITIES - THEATRE	$ 11,940.28	$ 11,947.47	$ 11,943.75	$ 11,606.19
E. OTHER INCOME	$ 9,447.83	$ 10,312.90	$ 15,761.40	$ 13,186.15
Total Income	$731,991.48	$860,584.17	$923,803.09	$920,126.38
EXPENDITURES				
I EDUCATIONAL AND GENERAL				
A. GENERAL ADMINISTRATION	$ 38,225.02*	$ 64,910.68	$ 70,071.83	$ 72,148.24
B. STUDENT SERVICES	$ 61,066.21	$ 65,342.51	$ 77,579.80	$ 80,712.67
C. STAFF BENEFITS				
1. Employees Pensions, Retirement Annuity Plan and Federal Old Age Benefit	$ 11,886.68	$ 13,970.28	$ 15,792.19	$ 15,435.65
2. Group, Hospitalization and Workmen's Compensation Insurance	5,457.85	4,865.82	1,812.67	1,470.55
Total	$ 17,344.53	$ 18,836.10	$ 17,604.86	$ 16,906.20
D. PUBLIC SERVICE AND INFORMATION	$ 38,408.29	$ 46,234.03	$ 40,565.36	$ 59,009.15
E. GENERAL INSTITUTION				
1. Interest Expense	$ 23,683.39	$ 23,712.09	$ 22,616.52	$ 22,117.12
2. Other	31,189.87	19,604.86	19,381.39	21,399.55
Total	$ 54,873.26	$ 43,316.95	$ 41,997.91	$ 43,516.67

E 10

T FUND

PENDITURES FOR TEN YEARS

ROUGH JUNE 30 1961

LARS)

For Years Ending June 30

1955	1956	1957	1958	1959	1960	1961
$651,697.96	$730,034.69	$ 854,763.15	$ 931,289.52	$ 891,017.91	$ 930,945.12	$1,120,525.52
15,491.63	27,257.35	40,686.50	44,014.50	47,862.50	62,598.50	69,052.75
-	-	-	2,386.00	7,711.45	15,482.16	13,842.15
$667,189.59	$757,292.04	$ 895,449.65	$ 977,690.02	$ 946,591.86	$1,009.025.78	$1,203,420.42
$ 66,616.09	$ 81,429.77	$ 103,624.17	$ 97,364.76	$ 135,031.37	$ 130,311.78	$ 141,303.94
$161,528.36	$ 63,917.35	$ 99,704.83	$ 184,866.71	$ 348,948.47	$ 251,992.08	$ 218,444.88
$ 11,606.19	$ 11,495.65	$ 12,381.25	$ 15,073.67	$ 14,486.31	$ 18,274.25	$ 21,600.86
$ 13,186.15	$ 18,939.77	$ 19,974.23	$ 17,974.77	$ 56,897.25	$ 35,368.75	$ 49,856.44
$920,126.38	$933,074.58	$1,131,134.13	$1,292,969.93	$1,501.955.26	$1,444,972.64	$1,634,626.54
$ 72,148.24	$ 71,602.98	$ 79,709.53	$ 89,116.90	$ 98,095.89	$ 113,965.64	$ 105,823.12
$ 80,712.67	$ 73,548.52	$ 81,830.15	$ 87,705.41	$ 85,076.42	$ 111,936.60	$ 104,796.50
$ 15,435.65	$ 17,304.17	$ 40,198.58	$ 42,001.54	$ 47,627.77	$ 51,202.33	$ 56,427.15
1,470.55	2,415.67	2,790.63	8,644.92	11,577.95	12,042.58	13,070.88
$ 16,906.20	$ 19,719.84	$ 42,989.21	$ 50,646.46	$ 59,205.72	$ 63,244.91	$ 69,498.03
$ 59,009.15	$ 47,345.90	$ 68,111.27	$ 77,039.03	$ 104,838.11	$ 96,455.37	$ 87,613.16
$ 22,117.12	$ 22,337.29	$ 20,277.58	$ 26,132.10	$ 30,087.49	$ 28,010.90	$ 27,691.26
21,399.55	25,532.13	19,836.71	27,716.59	29,383.03	29,350.23	46,823.08
$ 43,516.67	$ 47,869.42	$ 40,114.29	$ 53,848.69	$ 59,470.52	$ 57,361.13	$ 74,514.34

Preceding Page Missing

FIGURE 10 (CONTINUED

Section I

	1952	1953	1954	1955
F. INSTRUCTION, RESEARCH AND EDUCATIONAL ACTIVITIES				
1. Instructional Salaries - Regular	$229,221.74	$245,098.81	$268,243.02	$277,722.
2. Department Supplies and Expense	20,961.66	26,958.36	23,513.82	23,937.
3. Other (including evening classes salaries)	512.54	16,968.87	12,290.59	12,349.
Total	$250,695.94	$289,026.04	$304,047.43	$314,009.
G ORGANIZED RESEARCH (SUBSIDIZED)	-	-	-	-
H LIBRARY	$ 27,555.50	$ 28,086.45	$ 29,730.70	$ 31,354.
I OPERATION AND MAINTENANCE OF EDUCATIONAL PLANT	$ 59,577.58	$ 75,249.36	$ 69,446.45	$ 76,813.
J ORGANIZED ACTIVITIES - THEATRE	$ 14,892.27	$ 13,585.36	$ 15,610.73	$ 11,324.
II STUDENT AID - SCHOLARSHIPS (Including Remission of Fees)	$111,076.74	$145,294.60	$205,892.80	$161,429.
III OTHER EDUCATIONAL OPERATIONS	$ 619.77	$ 1,337.66	$ 1,368.13	$ 1,446.
IV INTER-COLLEGIATE ATHLETICS	$ 12,677.20	$ 13,688.55	$ 15,712.37	$ 16,807.
Total Current Expenses	$687,012.31	$804,908.29	$889,628.37	$885,477.
CAPITAL EXPENDITURES FROM CURRENT FUND	$ 34,785.93	$ 30,633.30	$ 11,777.13	$ 10,991.
Total Expenditures	$721,798.24	$835,541.59	$901,405.50	$896,468.
EXCESS OF INCOME OVER EXPENDITURES	$ 10,193.24	$ 25,042.58	$ 22,397.59	$ 23,657.

NOTE

Endowment income and Chapel receipts, together with expenditures for Knowles Memorial Chapel, Rollins Center, and administrative building are omitted from this exhibit. The operation and maintenance of these facilities are fully and specifically endowed and will never be an expense to Rollins College. The expenditures for these facilities are shown on Figure 12.

* President and Treasurer received
no salaries this year

CONTINUED)

For Years Ending June 30

1955	1956	1957	1958	1959	1960	1961
277,722.16	$275,434.00	$ 325,531.55	$ 354,451.64	$ 407,668.84	$ 407,001.00	$ 459,122.43
23,937.12	22,509.91	32,373.21	32,675.34	42,097.43	55,475.81	61,556.86
12,349.80	18,630.60	25,256.78	26,305.65	33,186.20	36,995.12	47,795.54
314,009.08	$316,574.51	$ 383,161.54	$ 413,432.63	$ 482,952.47	$ 499,471.93	$ 568,474.83
-	-	-	$ 10,000.00	$ 12,200.00	$ 13,700.00	$ 10,900.00
31,354.12	$ 31,806.34	$ 34,591.77	$ 34,053.31	$ 33,528.42	$ 34,084.24	$ 35,772.71
76,813.54	$ 75,720.26	$ 91,679.81	$ 97,693.34	$ 119,170.65	$ 158,598.04	$ 183,836.92
11,324.42	$ 17,168.21	$ 15,029.96	$ 14,541.53	$ 20,876.17	$ 17,966.80	$ 23,125.89
161,429.38	$162,737.71	$ 203,323.36	$ 197,675.07	$ 187,349.88	$ 187,274.74	$ 210,503.82
1,446.00	$ 1,438.46	$ 3,176.32	$ 9,871.04	$ 9,548.85	$ 14,686.55	$ 15,010.20
16,807.63	$ 15,860.50	$ 21,840.56	$ 25,859.08	$ 20,857.87	$ 19,982.22	$ 22,210.12
885,477.10	$881,392.65	$1,065.557.77	$1,161,482.49	$1,293,170.97	$1,388,728.17	$1,512,079.64
10,991.54	$ 28,609.77	$ 41,773.44	$ 104,583.33	$ 182,886.60	$ 32,155.52	$ 102,596.50
896,468.64	$910,002.42	$1,107,331.21	$1,266,065.82	$1,476,057.57	$1,420,883.69	$1,614,676.14
23,657.74	$ 23,072.16	$ 23,802.92	$ 26,904.11	$ 25,897.69	$ 24,088.95	$ 19,950.40

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FIGURE 11

CURRENT FUND

SUMMARY OF INCOME AND EXPENDITURES

FROM JULY 1, 1951 THROUGH JUNE

(IN PERCENTAGES)

Section I

	1952
INCOME	
I EDUCATIONAL AND GENERAL	
A. STUDENT FEES	78.80%
B. ENDOWMENT INCOME	5.31
C. GIFTS AND GRANTS	12.97
D. ORGANIZED ACTIVITIES - THEATRE	1.63
E. OTHER INCOME	1.29
Total Income	100.00%
EXPENDITURES	
I EDUCATIONAL AND GENERAL	
A. GENERAL ADMINISTRATION	5.30%*
B. STUDENT SERVICES	8.46
C. STAFF BENEFITS	2.40
D. PUBLIC SERVICE AND INFORMATION	5.32
E. GENERAL INSTITUTION	7.60
F. INSTRUCTION, RESEARCH AND EDUCATIONAL ACTIVITIES	34.73
G. ORGANIZED RESEARCH (SUBSIDIZED)	-
H. LIBRARY	3.82
I. OPERATION AND MAINTENANCE OF EDUCATIONAL PLANT	8.25
J. ORGANIZED ACTIVITIES - THEATRE	2.06
II STUDENT AID - SCHOLARSHIPS	15.39
III OTHER EDUCATIONAL ACTIVITIES	.09
IV INTER-COLLEGIATE ATHLETICS	1.76
V CAPITAL EXPENDITURES FROM CURRENT FUND	4.82
Total Expenditures	100.00%

* The President and Treasurer received no salaries this year

E 11

FUND

ENDITURES FOR TEN YEARS

OUGH JUNE 30, 1961

NTAGES)

For Years Ended June 30									
1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
78.80%	73.82%	73.96%	72.51%	81.16%	79.16%	75.62%	63.02%	69.83%	73.62%
5.31	6.28	5.61	7.24	8.73	9.16	7.53	8.99	9.02	8.65
12.97	17.31	17.43	17.56	6.85	8.81	14.30	23.23	17.44	13.36
1.63	1.39	1.29	1.26	1.23	1.10	1.16	.97	1.26	1.32
1.29	1.20	1.71	1.43	2.03	1.77	1.39	3.79	2.45	3.05
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
5.30%*	7.77%	7.77%	8.05%	7.87%	7.20%	7.04%	6.65%	8.02%	6.55%
8.46	7.82	8.61	9.00	8.08	7.39	6.93	5.76	7.88	6.49
2.40	2.25	1.95	1.89	2.17	3.88	4.00	4.01	4.45	4.30
5.32	5.53	4.50	6.58	5.20	6.15	6.08	7.10	6.78	5.43
7.60	5.18	4.66	4.86	5.26	3.62	4.25	4.03	4.04	4.61
34.73	34.59	33.73	35.03	34.79	34.60	32.66	32.72	35.15	35.21
-	-	-	-	-	-	.79	.83	.98	.67
3.82	3.36	3.30	3.50	3.50	3.13	2.69	2.27	2.40	2.22
8.25	9.01	7.71	8.56	8.32	8.28	7.72	8.07	11.16	11.39
2.06	1.63	1.73	1.26	1.89	1.36	1.15	1.42	1.26	1.43
15.39	17.39	22.84	18.01	17.88	18.36	15.61	12.69	13.18	13.04
.09	.16	.15	.16	.16	.29	.78	.65	1.03	.93
1.76	1.64	1.74	1.87	1.74	1.97	2.04	1.41	1.41	1.38
4.82	3.67	1.31	1.23	3.14	3.77	8.26	12.39	2.26	6.35
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

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FIGURE 12

OPERATION AND MAINTENANCE OF ENDOWED BUILDINGS FROM JULY 1, 1951, THROUGH JUNE 30, 1961

	OPERATION AND MAINTENANCE			
	Knowles Memorial Chapel	Rollins Union Building	Administration Building	Total
Expenditures:				
Year Ended June 30				
1952	$ 17,836.48	$ 4,483.43	$ 6,196.42	$ 28,516.33
1953	20,828.56	7,386.90	7,486.94	35,702.40
1954	19,844.36	7,064.55	7,558.75	34,467.66
1955	26,094.75	5,062.47	5,855.94	37,013.16
1956	24,229.49	1,393.18	11,088.92	36,711.59
1957	29,602.97	4,580.30	8,095.34	42,278.61
1958	28,505.55	1,569.90	9,159.43	39,234.88
1959	31,162.93	3,094.76	13,911.21	48,168.90
1960	54,659.96	2,699.61	8,467.52	65,827.09
1961	50,118.00	8,541.02	7,837.73	66,496.75
TOTAL	$ 302,883.05	$ 45,876.12	$ 85,658.20	$ 434,417.37

The operation and maintenance of the above facilities are fully endowed to cover all the expenditures each year; therefore, the endowment income or the expenditures are not shown in Figure 10.

Some capital expenditures are included in the above totals; others are shown in Figure 14 -- LAND, BUILDINGS, IMPROVEMENTS, AND EQUIPMENT.

Fig. 13

BAR CHART OF INCOME

FOR

10 YEARS, ENDING JUNE 30, 1961

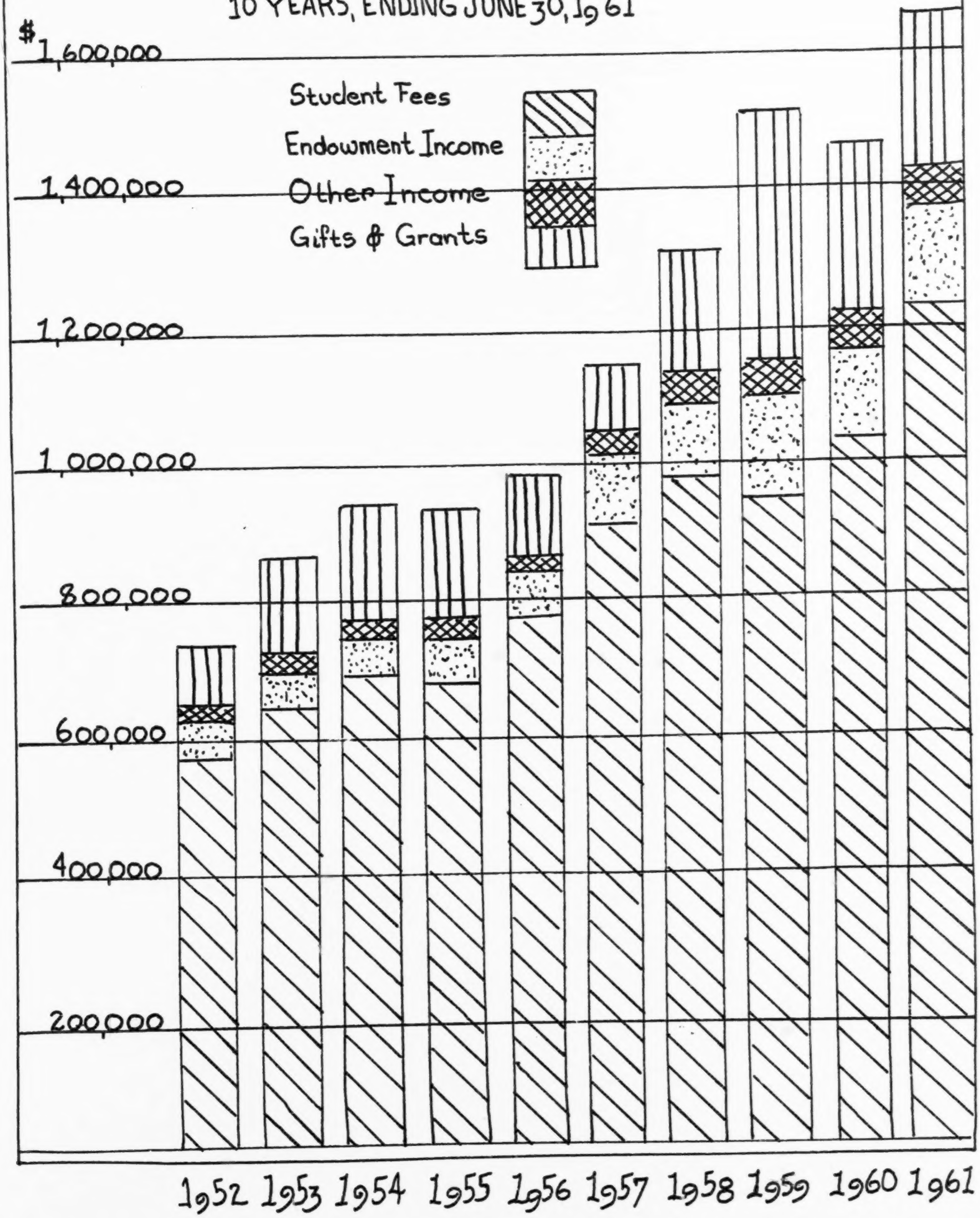

FIGURE 14

LAND, BUILDINGS AND IMPROVEMENTS, AND EQUIPMENT

FROM JULY 1, 1951 THROUGH JUNE 30, 1961

	Land, Buildings and Improvements	Equipment and Furniture	Total
Balance, July 1, 1951	$ 1,753,572.45	$ 537,400.84	$ 2,290,973.29
Additions			
1952	$ 51,675.04	$ 13,026.83	$ 64,701.87
1953	541,257.47	161,816.35	703,073.82
1954	4,185.92	15,070.50	19,256.42
1955	4,259.93	11,815.34	16,075.27
1956	9,907.30	24,374.94	34,282.24
1957	73,392.55	126,400.22	199,792.77
1958	258,684.63	54,336.40	313,021.03
1959	1,014,904.23	64,716.15	1,079,620.38
1960	62,001.76	43,432.32	105,434.08
1961	244,567.08	43,671.44	288,238.52
Total Additions 10 Years	$ 2,264,835.91	$ 558,660.49	$ 2,823,496.40
Balance, June 30, 1961-At Cost	$ 4,018,408.36	$ 1,096,061.33	$ 5,114,469.69

Note No. 1 - The estimated fair market value of land and buildings at a conservative value would be $ 15,000,000.00.

Note No. 2 - The acquisition of the above properties required two bond issues totaling $ 1,100,000.00. As of June 30, 1961, the balance unpaid of these issues were $ 750,000.00.

Note No. 3 - The largest items included in above were:

	Land, Buildings, and Improvements	Furniture, Equipment and Fixtures
1952		
Real Estate - Lots	$ 35,250.00	
1953		
Mills Memorial Library	444,809.29	$ 71,053.05
Knowles Hall - Remodeling	29,685.81	61,102.90
1957		
Old Kappa Alpha House - Remodeling	61,647.97	
Knowles Memorial Chapel, Organ		48,324.72
Yacht (Donated by Trustee)		40,000.00

FIGURE 14 (CONTINUED)

	Land, Buildings and Improvements	Equipment, Furniture and Fixtures
1958		
Rex Beach Dormitory	$ 218,488.09	$ 7,264.81
1959		
Rose Skillman Dining Hall	380,199.34	4,117.40
Elizabeth Hall	543,984.99	20,291.69
Art Studios - Remodeling	26,389.01	
1959 (Continued)		
Campus Improvements - Sewer Lines, Electrical, Etc.	$ 34,840.97	
1960		
Cloverleaf Dormitory	24,063.41	$ 11,230.02
Randall Property (Donated)	42,954.00	
1961		
Andersen Property (Donated)	153,150.00	
Baptist Church Property	33,042.90	
Randall House (Donated)	21,564.50	
Dining Hall - Air Conditioning System	17,869.21	

Recently, Rollins purchased the Park Avenue Elementary School, which includes three and a half acres, for $ 350,000.00. This property will add to our available classrooms.

FIGURE 15

ENDOWMENT FUNDS

FROM JULY 1, 1951, THROUGH JUNE 30, 1961

Balances, July 1, 1951		$ 1,528,505.51
Additions -- Year Ended June 30:		
1952	$ 143,884.73	
1953	111,677.08	
1954	1,567,553.82	
1955	34,052.89	
1956	388,527.29	
1957	413,873.76	
1958	218,502.73	
1959	99,010.33	
1960	226,525.76	
1961	206,772.22	
TOTAL ADDITIONS - 10 YEARS		3,410,380.61
Balance, June 30, 1961: - At Cost		$ 4,938,886.12
Balance, June 30, 1961: - At Market Value		$ 6,597,060.00

The above endowment funds are composed of the following:

1.	Non-Expendable Funds	$ 3,382,929.51
2.	Funds Functioning as Endowment and Miscellaneous Funds (Restricted by Trustees)	1,419,203.36
3.	Loan Funds	95,216.21
4.	Annuity Funds	41,537.04
	Total	$ 4,938,886.12

Income is restricted and unrestricted in No. 1. In No. 2, the income and/or principal is largely unrestricted.

FIGURE 16

DIAMOND JUBILEE FUND
DONATIONS RECEIVED AND FUNDS TRANSFERRED
FROM JULY 1, 1951 THROUGH JUNE 30, 1961

Year Ended June 30	Donations Received During Year	Transferred to Current Fund	Balance
1952	$ 72,610.00	$ 20,927.00	$ 51,683.00
1953	39,219.00	15,461.00	75,441.00
1954	16,699.00	48,963.00	63,177.00
1955	28,620.00	37,236.00	34,561.00
1956	57,797.00	--	92,358.00
1957	64,525.00	25,115.00	131,768.00
1958	123,385.00	91,720.00	163,433.00
1959	171,004.00	200,592.00	133,845.00
1960	82,716.00	123,475.00	93,086.00
1961	100,745.00	105,214.00	88.617.00
Total	$ 757,320.00	$ 668,703.00	$ 88,617.00

Out of the $ 668,703.00 transferred to the current fund during the 10-year period, the sum of $ 225,007.00 was used to apply on debt retirement, and the balance, $ 443,696.00, was available for Current Fund expenditures. However, during this same 10-year period, the Current Fund expended $ 580,793.06 for capital assets -- see Figure 10. Therefore, directly or indirectly, the entire $ 668,703.00 transferred from this Diamond Jubilee Fund was used for capital assets.

FIGURE 17

CURRENT FUND DEFICIT
FROM JULY 1, 1951, THROUGH JUNE 30, 1961

		From Operation	Non-Recurring Items		
		Excess Income Over Expenditures (Exhibit 1)	Additional Expenditures	Additional Income	Deficit
Balance, July 1, 1951					$ 351,756.54
Year	1952	$ 10,193.24	$ 54,128.70	--	395,692.00
	1953	25,042.58	17,996.49	$ 1,543.13	387,102.78
	1954	22,397.59	--	--	364,705.19
	1955	23,657.74	--	7,075.78	333,971.67
	1956	23,072.16	--	--	310,899.51
	1957	23,802.92	--	--	287,096.59
	1958	26,904.11	--	--	260,192.48
	1959	25,897.69	--	--	234,294.79
	1960	24,088.95	--	--	210,205.84
	1961	19,950.40	--	--	190,255.44

the Fund in the fiscal year 1951-1952, the Board of Trustees approved, upon the recommendation of the President, that all non-specific general donations should be placed in the General Account of the Diamond Jubilee Fund and that such funds should be allocated by the Trustees to the current needs of the College. Fig. 16 shows the donations and allocations transferred to the Current Fund for the ten year period. Each year, the Board of Trustees has transferred from the Diamond Jubilee Fund to the Current Fund an amount of cash large enough to make receipts exceed expenditures by an amount that would create a surplus to provide funds to meet debt requirements.

As of July 1, 1951, the College had a Current Fund deficit of $351,756.54. By June 30, 1952, due to non-recurring expenditures charged directly to this deficit, notwithstanding a small operating surplus for the year, the deficit was increased to $395,692.00. Because of the annual surplus in this fund (Fig. 10), the deficit has been reduced to $190,255.44 by June 30, 1961. Fig. 17 shows the Current Fund deficit for the ten year period.

HISTORY OF INDEBTEDNESS

In 1938 Rollins College borrowed $275,000 from the U. S. Public Works Administration for the erection of five new dormitories — Hooker, Lyman, Gale, Fox and Cross Halls. To cover this loan 4% First Mortgage and Collateral Income Lien bonds were issued.

In 1942, after $28,000 principal had been paid, the remaining bonds were called and refinanced through the Ohio National Life Insurance Co., at 3%. An additional $70,000 was added to the loan by issuance of bonds in 1946, this money being used to pay the Winter Park Land Company mortgage and accrued interest on Blocks 80, 82, and 83.

In 1949 $44,000 principal had been paid on these bonds. The remaining $273,000 was then called and a new loan made through the Connecticut Mutual Life Insurance Company, 4¼%, for $500,000 to provide approximately $225,000 of working capital after calling outstanding bonds. The sum of $200,000 was added to this loan by issuance of additional bonds at 5¼% in 1957, these funds being used for the construction of Rex Beach dormitory. Between 1949 and June 30, 1961, $131,000 has been paid leaving outstanding principal balance of bonds at $569,000.

In 1957 funds were received from a loan arranged in 1956 of $900,000 at 2¾% from the Housing and Home Finance Agency for the erection of Rose Skillman dining hall and Elizabeth Hall, a freshman women's dormitory. Mrs. Rose Skillman has donated $350,000 toward retirement of these bonds. Donations received so far have been applied to earliest bond maturities making next maturity date 1978. An additional $100,000 may be received in the near future to apply on these bonds; if so, the earliest maturities will then be 1983.

FIGURE 18
LONG-TERM INDEBTEDNESS
AS OF JUNE 30, 1961

I	First Mortgage Collateral and Lien Bonds, 4 1/4% Issued 2-1-49 due Serially to 1979		
	Original Amount	$ 500,000.00	
	Less Payments	131,000.00	$ 369,000.00
	First Mortgage Collateral Income and Lien Bonds, 5 1/4% Issued 8-1-57 due Serially 1980 Through 1984		200,000.00
	Total - Both Issues held by Connecticut Mutual Life Insurance Co.		$ 569,000.00
II	Rollins College Housing and Dining Hall Bonds of 1956, 2 3/4% due Serially through 1996		
	Original Amount	$ 900,000.00	
	Payments by Donor	350,000.00	550,000.00
	Total Bonds - (Exhibit "A")		$ 1,119,000.00
	Less		
	Assets held by Trustee in sinking Funds for Payment of these Bonds:		
	First Mortgage Collateral Income and Lien Bonds	$ 73,589.35	
	Rollins College Housing and Dining Hall Bonds of 1956	84,270.58	157,859.93
	Net Liability on Plant Assets		$ 961,140.07
III	Current Fund Mortgage Payable to Travelers Insurance Co. - on Chapel Dean's Residence 5 1/4% - Payable Monthly over 228 Months		15,933.07*
	Total Net Long-Term Indebtedness		$ 977,073.14

* This debt service is provided by the income from a specific trust fund.

BUDGET MAKING PROCEDURES AND BUDGET CONTROL

The Budget

The Treasurer's Office prepares the Budget, based in part on departmental requests for funds for the coming year. Salaries, funds for additional personnel, increases of all kinds are considered; enrollment is estimated, etc. All amounts are coordinated by the Treasurer and President. At the February meeting of the Board of Trustees, a preliminary estimate of the Budget is gone over; and at the June meeting, a final Budget is presented for approval.

At the February meeting, the Board of Trustees studies the Treasurer's **Statement of Income and Expense** for the past year, his **Estimate of Income and Expense** for the current year, and his **Preliminary Estimate** for the coming year. The breakdown of these reports is as follows:

Income Items:
  Net student fees
  Endowment income
  Other income
    Total before donations

Expenditures:
  The usual subdivisions found in any Budget, such as:
  President's office
  Business office
  Student Deans
  Library
  Maintenance—General, etc.
  Many items special to Rollins, such as:
  Pelican
  Dyer Memorial
  Chapel
  Theatre, etc.

The summing-up of these reports shows:
  Total expenditures
  Requirement for debt retirement
  Prospective cash deficiency

For the past year, the reports show Current Donations used and the amount voted by the Trustees from the Diamond Jubilee Fund to balance the Budget. In the case of estimates for the current and the following year, the reports stop with "Prospective cash deficiency." This tells the Board what amount must be raised to result in a balance.

In presenting these reports, the Treasurer comments on any items showing changes, those needing elaboration, and those he feels the Board may not understand. Members of the Board always have questions as to the reasons for certain items, the causes of noticeable increases or decreases, and the basis used in various estimates.

The final items, "Prospective Cash Deficiency," etc., are not common in business budgets, but certainly are familiar to college accounting because cash must be raised to pay maturing obligations as well as current expenses.

It is well known to all familiar with education that colleges must be supported by contributions; but there is a factor in the Rollins picture which is not usual, namely, the Diamond Jubilee Fund. The Fund was established in 1951 as a development program to invite contributions and channel them properly into the needs of the College.

However, the method of handling this fund is definitely pertinent in a study of budget control. As the name implies, the Diamond Jubilee Fund was to make a final report on the 75th anniversary of the founding of the College. It did report the adding of about $5,000,000.00 to the resources of the College. The Fund itself was found to be such a satisfactory "tool" in budget control that it is being maintained. (Its title may be changed to the Century Fund.)

Shortly after the Fund was established, President McKean requested the Board to rule that all unrestricted gifts be put into the Diamond Jubilee Fund. His purpose was to place such contributions under the control of the Trustees rather than in the hands of the current administration.*

The Budget reports from the Treasurer show, under the actual figures for the past year, the amount the Board voted out of the Fund to bring the year in balance. They also show what the Board will have to raise during the current year and the following years.

Annually during late April or early May, the Executive Committee of the Board, acting as a Budget Committee, has several sessions with the Administration on the budget for the coming year. At this time amount and needs are studied item by item, policies are approved or revised, and amounts are changed accordingly. Although final approval is given at the June meeting of the full Board, it is at these spring meetings that budget control is actually maintained. At the June meeting of the Board of Trustees, the Treasurer pre-

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**According to the last President's annual report to the Board of Trustees, p. 22, the objective of the fund was ". . . a total of $10,000,000 in gifts for operating expenses, endowment, capital expenditures and 'bequests reported to the Diamond Jubilee Commission.' The emphasis was on developing the quality of the college."* Ed.

sents for approval his final Budget, based on work done on it by the Budget Committee and the Administration. Most contributions for the year are in by this time, and the Board is in a position to vote necessary amounts from the Diamond Jubilee, or Century Fund. Should it be desired to compare **Actual** and **Budget** for a particular item or year, it can readily be done by consulting previous reports.

Budget Controls

Accounting Procedure and Controls

The accounting is under the supervision of the Assistant Treasurer, working with two bookkeepers and personnel from the purchasing office and cashier's office. Two Burroughs bookkeeping machines are used.

The classification of accounts follows, in a general way, the system recommended for Colleges and Universities, being somewhat modified for the purpose of comparison with former years. It is planned in the near future to bring this classification into complete conformity with the recommendation of the National Committee on the Preparation of a Manual on College and University Business Administration as Underwritten by the American Council on Education, Washington, D. C. (1952).

A system of internal control is in effect, whereby the receipts of the Cashier are balanced with bank deposits, voucher checks are approved and signed by both the Assistant Business Manager and the Assistant Treasurer, and salaries and wage payments are made on signed payroll reports or letters of appointment.

The books of the College are audited annually by a firm of certified public accountants, who prepare the annual Auditor's Report. The fiscal year is July 1st through June 30th.

Insurance Program

It has been the practice of the College to reappraise the buildings and equipment every five years. In the spring of 1961, a professional appraiser was engaged and full replacement values, as well as the usual depreciated insurance values, were ascertained.

The buildings that would of necessity have to be replaced were grouped in a schedule for full replacement values at today's costs. Those buildings in this group requiring windstorm or extended coverage because of existing bond indenture requirements were placed in a sub-schedule and insured for fire and extended coverage, the remaining buildings in this schedule being covered for fire insurance only. The buildings which it was deemed would not have to be replaced, at least in present form, were grouped in a second schedule, at regular depreciated values also subdivided as to fire and extended coverage and fire only, as above.

The fire insurance is written on the broad institutional form of blanket coverage with 90% of values insured. Equipment is covered wherever it may be located in Winter Park or Orlando. Total value covered is $9,930,000.00.

Sprinkler leakage insurance is provided for on the sprinklered risks. Rents insurance, by mortgage requirement, is carried on Rose Skillman Hall and Elizabeth Hall.

Boiler explosion insurance is written in blanket form covering all boilers and hot water heaters on the campus in limits of $100/300,000.

Blanket coverage for public liability insures all property owned or used by the College to $50/300,000 limits. Property damage coverage is to $5000 limit. Under this same policy, the fleet of 12 automobiles and trucks are insured for public liability and property damage, medical payments, and, for cars less than eight years old, comprehensive and $50 deductible collision.

All employees who handle cash or have custody of property are insured under blanket fidelity bond, the same policy insuring the College against loss by crime, that is by forgery and by holdup, robbery, or theft.

Certain fine arts objects such as the paintings in the Chapel, Smith Key Collection, etc., are insured for Fine Arts Coverage against loss or damage from any cause. Art exhibits and borrowed articles are sometimes specifically covered by this type of insurance.

Workmen's Compensation Insurance is a requirement under Florida law. Injuries incurred on the job and occupational diseases are covered for both medical expenses and loss of time to the extent prescribed by the Florida Industrial Commission.

A hospitalization and $1000 blanket accident insurance policy is offered to the students on a waiver basis, i.e., students are billed with this premium unless they sign a form asking that the insurance be waived. Also N.C.A.A. accident insurance with $1000 deductible, $5000 maximum is carried by the College on all athletic squad members.

Faculty and staff members are offered group life insurance, Blue Cross, Blue Shield, and Major Medical coverage, and a retirement annuity plan. The College pays a portion of the premium on these coverages. On Blue Cross-Blue Shield, and Major Medical coverages, the college pays 40%; on the TIAA retirement annuity plan the college contribution is 50%; and the portion of the group life plan paid by the college averages approximately 50%.

Purchasing Practices

The Purchasing Department is a service agency which procures goods and services as efficiently and economically as possible with due consideration of quality, service, and suitability.

The individual departmental budget is the basis for authority to spend money. Requisitions come direct to the Purchasing Department from a department head or individual professor in the departments which do not have a head. Requests within the budget are processed at once. Those outside the budget are referred through the Dean of the College to the Treasurer for final approval before commitment.

The Maintenance Department, operating under the Treasurer, handles most of the items which are covered by its own departmental budget. All other purchases for the college come under the Purchasing Department. Some of these are delegated as follows:

1. The Library prepares its own book orders and sends them to the Purchasing Department for signing.
2. Orders for items for resale in the college bookstore are written and signed by the bookstore manager subject to subsequent review by the Purchasing Agent. Large orders and orders for a new item are frequently discussed with the Purchasing Agent before reaching the ordering stage.
3. Food purchases for the fountain and grill in the Rollins Union, and for the dining hall are made direct by the local manager of Morrison Food Service, which is retained to run these two auxiliary enterprises. These purchases are made on the basis of competitive bids which are reviewed weekly by the Purchasing Agent.

Items which are common to several departments are standardized and purchased on a quantity basis or on a contract basis.

The goal of the Purchasing Department is to relieve the faculty and administrative departments of the burden of detail and effort involved in satisfying their needs. The following are incidental to this service which is furnished by the department: (1) The supplying of product information through a catalog file, conferences with salesmen and suppliers, requests for specific data, etc. (2) Details involved in order follow-up, handling of claims, return of merchandise, adjustments, etc. (3) A file of completed purchase orders is maintained by departments for the purpose of supplying information to the using departments.

All bills are filed, verified, and paid by the purchasing department subject to audit by the college Comptroller.

Investment Policies

The investment of the permanent funds of the College is controlled by the Investment Committee of the Board of Trustees. The physical custody of the bulk of the securities is with the First National Bank of Chicago, the Manufacturers Hanover Trust Bank of New York, and the Boston Safe Deposit and Trust Co. of Boston.

Except for those funds which were especially trusteed with banks by the donors, the Investment Committee considers the advice of professional investment counsel, and may or may not follow such advice, according to its judgment. In the funds controlled by the College, the diversification of investment presently runs about 30% bonds and preferred stocks, and 70% common stocks.

The majority of the restricted fund accounts of the College participate in a pooled investment fund known as the Consolidated Investment Account. Distribution of the income from this account is made annually on the basis of fund participation, after bank custody charges and investment counsel fees have been deducted.

Financial Statements, June 30, 1961

The financial statements described below are to be found on the pages immediately following:

Fig. 19 — Comparative Balance Sheet for years ending June 30, 1961, 1960, 1959, Balance sheet notes.

Fig. 20 — Comparative Income Statement for Years Ending June 30, 1961, 1960.

Fig. 21 — Statement of Current Deficit for Years Ending June 30, 1961, 1960.

Auditors' Opinion

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FIGURE

ROLLINS CO

Section I

COMPARATIVE BAL

ASSETS	June 30, 1961	1960	1959
Current Fund:			
Cash on Hand and in Banks (Schedule 1)	$57,697.58	$169,259.01	$120,849.76
Accounts Receivable - Students (Schedule 2)	5,800.27	13,602.56	5,006.03
Miscellaneous Accounts Receivable (Schedule 3)	11,720.47	18,362.60	14,406.65
Inventories of Provisions and Supplies	25,478.82	26,206.25	33,462.75
Prepaid Expenses	19,949.80	10,069.69	14,431.59
Miscellaneous Securities and Real Estate (Schedule 4)	244,121.31	83,847.45	156,172.48
Due from Annuity Funds	5,634.94	3,246.89	-
Due from Plant Funds	461.54	461.54	461.54
Mortgage Notes Receivable	668.00	1,291.38	1,907.98
Cash in Sinking Fund for Debenture Bonds (Note A)	3,436.78	3,536.78	4,181.78
Cash Due from Other Funds	-	33,637.47	-
Due from Warren Trust Fund	8,792.54	638.63	-
Total Current Fund	383,762.05	364,160.25	350,880.56
Loan Funds: (Schedule 9)			
Cash in Bank	7,660.00	8,900.00	-
Cash in Current Fund	27,689.84	23,616.44	25,529.82
Securities (Schedule 9-A)	12,791.59	12,791.59	12,791.59
Investment in Consolidated Investment Fund	716.27	682.37	657.87
Student and Employee Loans (Schedule 2)	33,065.96	20,200.33	33,384.91
Scholarship Loans (Schedule 2)	987.63	1,056.13	4,932.89
Real Estate, Furniture and Fixtures	12,304.92	12,304.92	12,304.92
Total Loan Funds	95,216.21	79,551.78	89,602.00
Endowment and Other Non-Expendable Funds: (Schedule 10)			
Cash in Bank	24,441.31	585.96	906.27
Cash in Current Fund	84,346.47	33,116.95	33,598.16
Securities (Schedule 10-A)	698,368.03	708,306.42	648,623.30
Investment in Consolidated Investment Fund	717,291.74	641,734.47	554,816.13
Real Estate and Furniture	65,694.63	65,694.63	65,694.63
Due from Current Fund	10,095.34	10,095.34	10,095.34
Due from Executors and Trustees	24,902.99	-	-
Due from Annuity Funds	-	-	11,090.72
Funds Held in Trust by Others	1,757,789.00	1,752,789.00	1,752,789.00
Total Endowment and Other Non-Expendable Funds	$3,382,929.51	$3,212,322.77	$3,077,613.55

FIGURE 19

OLLINS COLLEGE

ATIVE BALANCE SHEET

LIABILITIES AND FUND BALANCES	June 30, 1961	1960	1959
Current Fund:			
Note Payable - Bank	-	$100,000.00	$35,000.00
Cash Due Other Funds (Schedule 6)	$118,013.23	-	112,454.75
Accrued Salaries	83,836.57	82,030.20	82,805.74
Accrued Interest and Insurance	4,070.88	4,036.10	4,448.33
Withholding and Other Taxes Payable	11,382.76	10,590.40	9,480.17
Accounts Payable (Schedule 7)	43,247.07	52,624.98	30,541.66
Student Fees Paid in Advance	169,749.68	165,895.12	119,031.57
Due to Guarantee Endowment Fund	10,095.34	10,095.34	10,095.34
Due to Annuity Funds	-	1,130.95	1,776.94
Due to Plant Funds	76,440.48	96,590.88	115,544.83
Mortgage Payable	15,993.07	16,693.37	17,357.92
Debenture Bonds Payable	3,000.00	3,000.00	8,000.00
Unexpended Funds from Warren Trusts	1,412.06	523.00	815.85
Total Current Fund Liabilities	537,241.14	543,210.34	547,353.10
Unexpended Donations (Schedule 8)	36,776.35	31,155.75	37,822.25
Total Current Fund Liabilities and Unexpended Donations	574,017.49	574,366.09	585,175.35
Current Fund Deficit (Exhibit "C")	190,255.44	210,205.84	234,294.79
Total Current Fund	383,762.05	364,160.25	350,880.56
Loan Funds:			
Funds Available for Loans (Schedule 9)	81,994.51	66,363.98	59,879.22
Funds Not Available for Loans (Schedule 9)	13,221.70	13,187.80	29,722.78
Total Loan Funds (Schedule 9-B)	95,216.21	79,551.78	89,602.00
Endowment and Other Non-Expendable Funds: (Schedule 10)			
Principal	1,563,742.21	1,430,321.53	1,301,882.19
Retained Income	61,398.30	29,212.24	22,942.36
Funds Held in Trust by Others	1,757,789.00	1,752,789.00	1,752,789.00
Total Endowment and Other Non-Expendable Funds	$3,382,929.51	$3,212,322.77	$3,077,613.55

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FIGURE

ROLLINS COLL

Section I

COMPARATIVE BALANCE SHE

	June 30,		
ASSETS	1961	1960	1959
Funds Functioning as Endowment and Miscellaneous Funds: (Schedule 13)			
Cash in Current Fund	-	-	$49,312.87
Securities	$41,001.00	$41,001.00	41,001.00
Investment in Consolidated Investment Fund	1,143,246.96	1,234,900.78	1,075,993.57
Real Estate	234,955.40	121,417.30	124,389.30
Total Funds Functioning as Endowment and Miscellaneous Funds	1,419,203.36	1,397,319.08	1,290,696.74
Consolidated Investment Fund: (Note B)			
Cash in Bank	3,487.85	33,113.31	26,506.11
Securities at Cost	1,919,837.69	1,789,393.55	1,529,972.71
Total Consolidated Investment Fund	1,923,325.54	1,822,506.86	1,556,478.82
Annuity Funds: (Note C)			
Cash and Securities (Schedule 15)	12,584.08	13,101.26	26,676.16
Unrealized Depreciation in Securities of Terminated Annuity	-	-	(1,777.25)
Investment in Consolidated Investment Fund	7,952.96	7,688.06	-
House and Lot	21,000.00	21,000.00	21,000.00
Due from Current Fund	-	1,130.95	1,776.94
Total Annuity Funds	41,537.04	42,920.27	47,675.85
Plant Funds:			
Unexpended Plant Funds:			
Cash in Current Fund	24,998.36	6,763.87	5,833.35
Permanent Plant Funds:			
Cash and Securities in Sinking Fund	84,960.29	79,257.79	73,534.04
Less: Amount Due Current Fund	461.54	461.54	461.54
Sinking Fund Requirement (Note D)	84,498.75	78,796.25	73,072.50
Cash and Securities in Sinking Fund (Note D)	86,791.42	54,004.29	24,773.95
Land, Buildings and Improvements (Schedule 17)	4,018,408.36	3,773,841.28	3,711,839.52
Equipment, Furniture and Fixtures (Schedule 18)	1,096,061.33	1,052,389.89	1,008,957.57
Due from Current Fund	76,440.48	96,590.88	115,544.83
Total Permanent Plant Funds	5,362,200.34	5,055,622.59	4,934,188.37
Total Plant Funds	5,387,198.70	5,062,386.46	4,940,021.72
TOTAL - ALL FUNDS	$12,633,172.41	$11,981,167.47	$11,352,969.24

FIGURE 19
LINS COLLEGE
LANCE SHEET - CONTINUED

LIABILITIES AND FUND BALANCES	June 30, 1961	1960	1959
Funds Functioning as Endowment and Miscellaneous Funds:			
Cash Due Current Fund	$19,021.44	$97,134.73	-
Funds Functioning as Endowment (Schedule 13-A)	1,364,701.98	1,267,868.91	$1,260,807.90
Miscellaneous Funds (Schedule 13-A)	35,479.94	32,315.44	29,888.84
Total Funds Functioning as Endowment and Miscellaneous Funds	1,419,203.36	1,397,319.08	1,290,696.74
Consolidated Investment Fund:			
Due Current Fund	-	-	1,819.45
Invested by Other Funds	2,042,748.42	1,899,673.86	1,631,467.57
Less: Unrealized Appreciation Paid to Funds	(119,422.88)	(77,167.00)	(76,808.20)
Equity of Other Funds	1,923,325.54	1,822,506.86	1,556,478.82
Annuity Funds:			
Due Current Fund	5,634.94	3,246.89	-
Due Endowment and Other Non-Expendable Funds	-	-	11,090.72
Total Active Annuity Gifts	45,552.96	61,692.31	54,000.00
Less: Annuity Payments in Excess of Earnings	(9,650.86)	(22,018.93)	(17,414.87)
Total Annuity Funds	41,537.04	42,920.27	47,675.85
Plant Funds:			
Unexpended Plant Funds:			
Gifts for Speech Studio, Music Building and Renovations (Schedule 8)	24,998.36	6,763.87	5,833.35
Permanent Plant Funds:			
First Mortgage Bonds Payable (Note D)	1,119,000.00	1,183,000.00	1,306,000.00
Accrued Interest on Bonds	13,430.24	13,907.30	14,641.50
Depreciation Accumulated on Autos, etc.	14,950.00	12,800.00	10,050.00
Net Investment in Plant (Schedule 19)	4,214,820.10	3,845,915.29	3,603,496.87
Total Permanent Plant Funds	5,362,200.34	5,055,622.59	4,934,188.37
Total Plant Funds	5,387,198.70	5,062,386.46	4,940,021.72
TOTAL - ALL FUNDS	$12,633,172.41	$11,981,167.47	$11,352,969.24

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Section I

FIGURE 20

ROLLINS COLLEGE

COMPARATIVE INCOME STATEMENT

		Year Ended June 30, 1	
Income:			
Net Fees and Tuitions - Schedule 20		$992,916.60	
Donations Used for Current Purposes - Schedule 8		85,608.80	
Donations Used for Scholarships - Schedule 8		27,622.00	
Endowment Income - Schedule 21		152,506.16	
Other Income - Schedule 22		200,026.97	
Total Income			$1,
Expenses:			
Administrative:			
President's and Bus. - Schedule 23	$78,861.33		
Student Dean's and Re es - Schedule 24	41,584.13		
Total Administrati		120,445.46	
Staff Benefits - Schedule 2		65,928.50	
General Expenses:			
General College Expenses - Schedule 26	48,297.49		
Alumni Expenses	17,541.90		
Student Admission Expenses - Schedule 27	49,054.03		
Publicity Department Expenses - Schedule 28	8,063.35		
Photography Department Expenses - Schedule 29	1,288.97		
Placement Bureau Expenses - Schedule 30	3,051.22		
Total General Expenses		127,296.96	
Instruction Expenses - Schedule 31		650,474.09	
Library Expenses - Schedule 32		35,772.71	
Maintenance and Operation:			
General Maintenance and Operation Expenses - Schedule 33	152,480.70		
Harper Shepherd Field - Schedule 34	6,993.50		
Beach Property - Schedule 35	4,071.87		
Dyer Memorial - Schedule 36	266.49		
Mills Memorial Library - Schedule 37	13,733.79		
Andersen Property - Schedule 38	3,717.46		
Total Maintenance and Operation Expenses		181,263.81	
Radio Station - Schedule 39		7,942.63	
Administration Building Expenditures - Schedule 40		7,837.73	
Knowles Memorial Chapel - Schedule 41		46,386.10	
French House Maintenance Expenditures - Schedule 42		1,742.35	
Operation of Annie Russell Theatre and Student Plays - Schedule 43		1,525.03	
Non-Education Expenses:			
Public Relations, Promotional and Archives Expenses - Schedule 44	42,483.66		
Interest Expense - Schedule 45	27,691.26		
Other Expenses - Schedule 46	17,408.50		
Total Non-Education Expenses		87,583.42	
Auxiliary Enterprises:			
Student Center - Net Expenditures - Schedule 47	8,541.02		
Bookstore - Net Income - Schedule 48	6,606.18	1,934.84	
Total Operating Expenses			1
Net Operating Income			
Capital Expenditures from Current Fund - From Schedule 19			
Excess of Income Over Expenditures for the Year - To Exhibit "C"			

FIGURE 20

ROLLINS COLLEGE

ATIVE INCOME STATEMENT

	Year Ended June 30, 1961			Year Ended June 30, 1960		
		$992,916.60			$821,751.04	
		85,608.80			90,886.62	
		27,622.00			37,630.12	
		152,506.16			141,543.61	
		200,026.97			202,292.69	
			$1,458,680.53			$1,294,104.08
	$78,861.33			$78,893.34		
	41,584.13			39,455.71		
		120,445.46			118,349.05	
		65,928.50			60,350.44	
	48,297.49			49,548.81		
	17,541.90			9,973.84		
	49,054.03			57,541.61		
	8,063.35			14,243.45		
	1,288.97			2,150.50		
	3,051.22			3,078.89		
		127,296.96			136,537.10	
		650,474.09			589,205.52	
		35,772.71			34,084.24	
	152,480.70			136,509.46		
	6,993.50			4,642.44		
	4,071.87			3,136.07		
	266.49			213.84		
	13,733.79			11,882.76		
	3,717.46			-		
		181,263.81			156,384.57	
		7,942.63			6,877.28	
		7,837.73			8,467.52	
		46,386.10			49,864.35	
		1,742.35			2,016.30	
3		1,525.03			(307.45)	
44	42,483.66			43,575.29		
	27,691.26			28,010.90		
	17,408.50			8,095.94		
		87,583.42			79,682.13	
	8,541.02			2,699.61		
	6,606.18	1,934.84		6,351.05	(3,651.44)	
			1,336,133.63			1,237,859.61
			122,546.90			56,244.47
			102,596.50			32,155.52
t "C"			$19,950.40			$24,088.95

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FIGURE 21

Exhibit "C"

ROLLINS COLLEGE

STATEMENT OF CURRENT FUND DEFICIT

	Year Ended June 30, 1961	Year Ended June 30, 1960
Current Fund Deficit - Beginning of Year	$210,205.84	$234,294.79
Deduct from Deficit:		
Excess of Income Over Expenditures for the Year - From Exhibit "B"	19,950.40	24,088.95
Current Fund Deficit - End of Year - To Exhibit "A"	$190,255.44	$210,205.84

ROLLINS COLLEGE

BALANCE SHEET NOTES

June 30, 1961

Note A

An issue of debenture bonds authorized in the amount of $125,000 dated April 1, 1942 will mature April 1, 1963 and bear interest at 4%. The indenture requires a Sinking Fund to be used to pay interest and retire bonds. At June 30, 1961, the balance in the Sinking Fund was $3,436.78 as shown on Schedule 5. The Sinking Fund agreement provides that, beginning with April 1, 1944 and on any subsequent interest date, bonds may be called at 102 up to the available amount in the Sinking Fund. Only $3,000 of these bonds remained unpaid.

Note B

Monies have been pooled for investment under the heading "Consolidated Investment Fund." The assets in the Consolidated Investment Fund are shown on Schedule 14 and as of June 30, 1961 cost $1,923,325.54. The amounts invested in the Consolidated Investment Fund by other funds are shown on Schedule 14-A, together with the amount of income assignable to each fund for the year ended June 30, 1961, at which time the market value of cash and securities held in this Fund was $2,651,640.

Note C

On August 30, 1948 an irrevocable trust was established with the First National Bank at Orlando as Trustee, under the name of Rollins College Permanent Annuity Fund. The following annuity gifts are participants at the present time:

Donor	Original Amount of Annuity
Helen Steinmetz	$10,000
Mark S. and Elsie Green	6,500
Total	$16,500

A statement summarizing the activities of the transactions in the Annuity Funds during the year ended June 30, 1961 is submitted as Schedule 15.

During the year ended June 30, 1959, the College entered into a contract with one of its retired professors. Under the contract the College received a house and lot valued at $21,000 for a monthly payment for life. Last year, Rollins received a gift of $7,788.06 subject to quarter-annual payments of $100 during the life of a named beneficiary. To date the annuity payments and expenses on these properties in excess of earnings totaled $9,650.86.

Note D

An issue of bonds dated February 1, 1949 and bearing interest at 4-1/4% placed a $500,000 first mortgage lien on specific campus real estate, the income from the Old Endowment Fund and the A. W. Rollins Memorial Fund. To help finance construction of Rex Beach Hall $200,000 was added to this issue at 5-1/4% and dated August 1, 1957.

A bond for $900,000 payable to Housing and Home Financing Agency was issued in 1956 to finance a new dining hall and a new girls' dormitory. Mrs. Rose Skillman has given $350,000 which was used according to her instructions to reduce the debt against the dining hall named in her honor.

The liquidation schedules of these issues and the Sinking Fund requirements are outlined on Schedule 16.

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RICHARD B. ANDERSON, C. P. A.

MEMBERS
AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
FLORIDA INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

AUDITORS' OPINION

We have made an audit of the accounts and records of Rollins College at Winter Park, Florida, as of June 30, 1961. Our examination was made in accordance with generally accepted auditing standards and included such tests of the accounting records and all other procedures which we considered necessary in the circumstances.

In our opinion, the accompanying Balance Sheet and related Statements of Income and Deficit present fairly the financial position of Rollins College as of June 30, 1961, and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles applied on a consistent basis.

Potter, Bower & Company
Certified Public Accountants

August 24, 1961

RESOURCES NEEDED TO CARRY OUT FUTURE NEEDS OF THE COLLEGE

Proposed Changes in the College to Meet New Needs or Demands on the College

The Administration and the Trustees are determined that the integrity of Rollins as a high grade liberal arts college be maintained regardless of other demands upon it. However, it is believed that this can be done without limiting growth in logical directions. (See Chap. IX) Current publicity (October, 1961) indicates area need for a School of Technology and a Space Institute. Neither of these projects would be attempted unless adequate additional resources are available, but both of these projects have been presented to business men of the area for consideration.

Several years ago the trustees gave the administration the authority to increase the size of the boarding student body to 800. This was based on the belief that expansion up to this size would require only a few additional buildings and would not crowd the campus. Some classes were much too small; 25% or more classes had less than ten students. It was further believed that this expansion would provide a better college in many ways, particularly in making available considerably more money for faculty salaries.

The Administration decided to work toward this goal, and to make the distribution 500 boarding men and 300 boarding women.

The major buildings required to take care of this expansion and existing needs were four additional dormitories, a new dining hall, a field house, and a classroom building.

In 1958 a new men's dormitory for 53 men, Rex Beach Hall, was built. In 1959 came the dining hall — Rose Skillman Hall — and Elizabeth Hall, a dormitory to house the entire freshman class of boarding women. It was estimated that an entering class of 125 boarding girls would be required to provide a total of 300 for all four classes. The dormitory accommodates these 125, plus 11 selected student counsellors. The building was broken up into wings of 20 freshmen girls with two student counsellors; it has common recreation rooms so that the girls in the freshman class have ample opportunity to get to know each other. This plan has worked very successfully.

Now under construction is a dormitory for the entire class of freshmen boarding men. This carries even further the concept of grouping. There will be 22 units. Each is to group 8 freshmen and a counsellor around a living room. This group will have its own bath facilities and stairway exit, so. However, the building also will have excellent facilities for all the men to use — recreation room, reading room, and library. So, like the freshmen women, the freshmen men should all get to know each other.

After this building is completed there will need to be built only one moderately sized dormitory to house the remainder of the 500 boarding men. The present facilities take care of 300 women.

A field house is urgently needed, especially since the burning of the old building two years ago. This is a project of the Alumni.

To complete the needs of the College as they are now projected, there will be needed a new classroom building. This would best be a science building, and, therefore, the present science building could be used for other classroom use.

Preliminary plans for this building have been made, but there are as yet no provisions for the financing. A proposed bill in Congress would make it possible for most of the cost to be made available by a Federal Government grant and loan.

Plans and Methods for Obtaining Additional Resources

The Administration and Trustees have steadily provided Rollins with more income to do the things needed and desired, and there is no doubt but that they will continue to do so. The past record is one of the best means of predicting the future.

The past and present methods of financing the College will be continued. It is the opinion of this Committee that the long range plans developed by the President and approved by the Trustees will supply the needed funds for the future growth of the College. Within this plan, certain elements should be strengthened:

a) The Patrons Plan, Voluntary Fee, and Book-a-Year Club are receiving careful attention.

b) The full potentials are not yet reached in the fields of annuities and wills.

c) A closer contact with, and a careful study of, the policies and personnel of the Foundations should be financially advantageous.

As over 70% of the total income of the Col-
and will live together as much as it wishes to do
lege comes from tuition, College expenditures will be directly related to enrollment.

Actions of the Board of Trustees in Providing Resources

Two basic principles, adopted by President McKean and concurred in by the Board, have influenced the Trustees in their approach to fund raising policies. President McKean stated in 1951 that he would not beg for money; that his aim was to make Rollins a better college, to speak frankly about it and its needs, and to rely on the quality of the College to attract the support it must have. This procedure has worked out surprisingly well, as will be seen in other parts of this Self Study Report. (See the Introduction, final section)

In making recommendations to the Board for new members, it has been President McKean's idea to draw on many areas of experience. The result is many members otherwise valuable add little to the financial resources of the College. It is partly for these reasons that "Fund Drives" have not been a part of the Rollins Development Program.

One question has come up frequently. How much should the Long Range Development be expanded; that is, should an experienced fund raiser be employed to head up such a program? A development executive has been authorized and was so employed for one year; also a public relations man has been authorized. Both of these positions are expected to be filled at some future date.

Under the direct guidance of President McKean, a successful long-range program is in operation, details being handled by the present staff. Some aspects of this program follow:

a) The most important item is the building up of the quality of the College to invite needed support.

b) Following this in importance are means of ensuring better public relations, a friendlier community, and a wider appreciation of purposes and progress.

c) The backbone of these intangible items is the Patrons Plan, which spreads publicity, increases friendship, and adds to knowledge of the potential of the College. However, the patrons also give tangible support, which in 1961 reached $49,000.00. The method used in this plan is to invite annually local citizens and others to become Patrons of the College (tax deductible fee, $50 each). These patrons receive many reports of College activities, invitations to Convocations, the Founders Week Dinner, the Animated Magazine, etc. Large gifts coming from friends of the College are not included in the $49,000.00 mentioned above, although many Patrons send in amounts larger than the minimum $50.00 fee.

d) Annually, parents are informed that tuition does not cover the cost of the education of their sons or daughters and are given the opportunity of contributing tax free all or part of the difference. Annual contributions from this source have reached as much as $15,000.00.

e) A most satisfactory means of providing for the growth of the Library is the Book-a-Year Club. A contribution of $150.00 supplies a new book annually for the Library. Membership is now representing an Endowment of $62,095.00 in 1961.

f) The College receives many small awards from Foundations for specific purposes and some substantial ones, such as from the Ford Foundation. Foundations have many policies of selection, either some form of matching award or an award for a specific purpose. The Trustees try to put the College in line for such awards.

g) The Associated Florida Private Colleges Fund is an organization which has been inactive for years. However, Rollins and the other three members are trying to make it effective. In most states such an association is a very productive source of revenue from industry.

h) Rollins was planning an extensive use of the "Pomona" type annuity plan, but new rulings by the U. S. Internal Revenue Service have taken most of the advantage away from such arrangements. Ordinary annuities are, however, still available.

i) Knowledge is not available as to the extent to which Rollins may benefit from wills, but this method of contributing to the College is suggested at all suitable times.

j) Endowments have risen from $1,528,508.00 in 1951 to $4,811,000.00 in 1961. The Trustees take no direct credit for these figures, except for the fact that established policies have brought about these results.

RECOMMENDATIONS

1) Increase endowment to $10,000,000.

2) Promote wills and annuities programs.

3) Seek greater support for the College from industry — **nationally** and **locally.**

4) Explore all avenues for increasing income.

5) Change the chart of accounts to conform with the classification recommended for colleges and universities.

6) Strengthen admissions standards and increase admissions applications since these would improve the quality of the student body, justify increased tuition charges, and possibly decrease the amount of money now expended on grants-in-aid.

CHAPTER IV

EDUCATIONAL PROGRAM

The educational program of Rollins College is the heritage of decades of experimentation and innovation. Many of the present features of the program were unusual when they were first instituted at Rollins, but since then have been widely adopted. The present program represents a complex compromise derived through the tradition that each department is expected and encouraged to develop courses and major programs in accordance with the best ideas of the individual faculty members and the tradition that the whole faculty and administration are vitally interested in and responsible for the educational program.

Most of the strength and many of the problems of the college derive from the close associations, in class and out, of Rollins students and faculty. The small classes and the frequent formal and informal conferences with students produce a heavy work-load for the faculty members, but they provide the students with an unusual educational opportunity. This relation between students and faculty members is at the heart of the Rollins educational program.

This section of the Self Study Report on the educational program contains, in order, reports on admissions, degree requirements, curriculum, the independent study program, instruction, the grading system and probation system, and the advisory system, including orientation of new students.

ADMISSIONS

The following steps are observed in chronological order in processing applications for admission to the college: the application is received at the Admissions Office and checked for errors, inconsistencies, etc.; forms for supplying recommendations are sent to the applicant; a folder on the candidate is prepared, into which go his application for admission, recommendations, and other pertinent material; a Predictive Index is computed, based on class standing, CEEB scores, and recommendations; the folder is studied by the Admissions Committee, and the applicant is accepted or rejected.

The members of the Admissions Committee are the Dean of the College, Dean of Admissions, Dean of Men, Dean of Women, Registrar, Treasurer, and two elected faculty members. The Dean of Admissions, the Admissions Counselor, and two clerical assistants are involved in the routine processing of application data.

The overall admissions policies are determined by the faculty. The policies are interpreted and administered by the Dean of the College, the Dean of Admissions, and the Admissions Committee.

The admissions statements contained in the Rollins Catalog are adequate for the purpose. They are followed consistently in approving or rejecting applicants. In general, the criteria for admission to Rollins follow much the same pattern as those of other small colleges with selective admissions policies, except that more than the usual number of individual teacher recommendations are required. It can probably be stated that the admissions policies are designed and function so as to admit students who will profit most by the type of education offered by Rollins. However, in view of the high drop-out rate in the sophomore year, it is the opinion of this committee that further investigations should be initiated.

No formal study of admissions policies has been undertaken during the past three years; however, the people concerned constantly evaluate their work. The major changes during the past three years have consisted of a strengthening of the standards for admission, the introducing of the CEEB Writing Sample requirement, and the requirement of three College Board Achievement Tests, including one in foreign language.

Direct contacts are made with secondary schools by the Dean of Admissions, two Admissions Counselors (one of these works out of the Admissions Office; the other has his office in Chicago), and one member of the teaching faculty (used occasionally, primarily in Florida).

Special materials mailed to schools, prospective students, or counsellors include the current Rollins Catalog, an Introductory Bulletin, the Financial Aid Program, Rollins Reports (newsletter), Admissions and Scholarship Information, the application for admission, and the **Tomokan** (yearbook).

The information contained in Fig. 22, compiled specially for this report, would seem to be of great value for various analyses pertaining to the student body; it is suggested that this data be compiled annually by the administration.

FIG. 22

PROPORTION OF DROP-OUT IN CLASSES ENTERING 1954-60 YEAR ADMITTED TO THE COLLEGE

Year Leaving Rollins	1954		1955		1956		1957		1958		1959		1960	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1st	63	33	68	33	55	26	73	31	56	26	59	28	124	34
2nd	44	23	33	16	59	28	53	23	50	23	36	17	—	—
3rd & 4th	8	4	11	5	15	7	20	9	15	7	—	—	—	—
graduated	75	39	92	45	80	38	87	34	1	—	—	—	—	—
Total enrolled	190		204		209		233		218		208		362	

Drop-outs in, or at the end of, the Freshman year appear to be consistently between one-quarter and one-third of the entering group, with an apparent relationship between a higher drop-out rate and a larger entering group, representing, perhaps, a lowering of admissions standards. Although deplorable, little can be probably done by the Admissions Committee or others to reduce Freshman drop-outs significantly.

Of greater import would seem to be the proportion of drop-outs during or at the end of the second year of school. It is significant that among those classes that have completed their course of study, from the group entering in 1955, only 16% dropped out in the second year, compared to 23 to 28% in the other years; as a result, 45% of the original enrollees graduated, compared to only 34 to 39% in the other years. Further investigation is suggested to determine the causes and possible remedies of this situation, which represents a considerable drain on the academic resources of the college.

The conclusion may be drawn that the determination, especially in the second year, of the reasons for drop-outs might aid in obtaining a greater probability of graduation through additional entrance criteria, although the possibility cannot be ignored that a solution may, rather, rest in a revision of the curriculum.

The enrollment has increased during the last three years from 690 students to 814. During the fall term of 1961-1962, the enrollment was 669 boarding students and 145 day students. On February 25, 1955, the Board of Trustees voted to limit the size of the college to 800 boarding students. The number of day students is not specified, although no significant change is expected.

There is no formal plan of early admission. Entering freshmen who pass advanced placement tests given in May by the College Entrance Examination Board will, with the approval of the Academic Standing Committee and of the department concerned, be eligible for admission to advanced courses in the department concerned. Under the same conditions they may receive credit toward graduation on the basis of the advanced placement tests.

Only one student has been admitted with advanced standing during the past five years; he successfully completed his work and received his degree in June 1960.

A study is now under way to correlate high school grades and entrance test scores (tabulated in the form of Predictive Index Criteria) with grades achieved while at Rollins. The results had not been tabulated at the time this report was being written, so no studies have been available for determining the predictability of success of entering students. There are no studies planned for determining less tangible attributes of success at Rollins.

From the evidence, it seems that admission policies and practices in the recent past have been well adapted to the stated purpose of the institution: to be "a small independent Christian college devoted to the highest type of undergraduate liberal education" (1961-62 Catalog, page 11).

FIG. 23

COMPARATIVE FIGURES — NEW STUDENT ENROLLMENT

TOTAL APPLICATIONS RECEIVED					TOTAL ENROLLED			
	1961	1960	1959	1958	1961	1960	1959	1958
MEN								
Freshman Boarding	433	439	232	270	120	163	63	87
Transfer Boarding	58	46	56	48	14	6	24	14
Freshman Day	29	29	23	21	16	17	14	11
Transfer Day	20	31	17	23	11	19	9	12
WOMEN								
Freshman Boarding	389	416	303	328	127	163	118	102
Transfer Boarding	49	47	49	53	9	8	17	16
Freshman Day	28	32	21	20	14	19	13	18
Transfer Day	18	17	24	14	9	13	20	6
TOTALS	1024	1057	725	777	320	408	278	266
Total Accepted	514	635	414	430				
Withdraws after Acceptance	194	227	136	164				
Total Enrolled	320	408	278	266				
Refusals and Withdrawals	704	649	447	511				

FIG. 24

ENROLLMENTS AND WITHDRAWALS

Freshman Students Enrolled as a Proportion of Applications Received (for the last four years)

Year	Applications received	Freshmen enrolled	Freshman enrollment as a % of applications received
1958	777	218	27.1
1959	725	208	26.2
1960	1057	362	34.2
1961	1024	277	27.0

Note: More detailed figures, including breakdown by sex and domicile, for the years 1958-1960 will be found in Fig. 23.

FIG. 25

ENROLLMENTS BY CLASSES

	Freshman	Sophomore	Junior	Senior	Total
Fall, 1959	232	189	142	127	690
Fall, 1960	368	175	142	127	812
Fall, 1961	283	256	137	138	814

DEGREE REQUIREMENTS

Rollins College confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

A minimum of 192 course credits is necessary for graduation, with a minimum academic average C for all courses taken at Rollins.

The entire senior year must be taken at Rollins, although there are exceptions made in the special arrangements and requirements of the cooperative programs with other colleges or universities.

There are no stated requirements with regard to the number of hours toward the major which must be taken at Rollins, and except for the requirements of Group 1, English composition and literature, no specific courses are required. The meeting of the requirements of Group 1 does require English 101, 102, and 103.

A minimum of 64 credits must be taken in 300 and 400 level courses, 25 credits of which must be taken in courses outside the major department. In the requirements for majors, also, the number of hours in the junior-senior level courses in the specified area of the major is also specified.

The distribution requirements are the same for all degrees. Those requirements are subjects which are arranged into six groups: Group 1, **English Composition and Literature,** Group 2, **Foreign Language,** Groups 3, 4, and 5, unnamed, although in the "Explanation of Distribution Requirements" in the 1961 catalog they are referred to as **Social Studies, Laboratory Sciences,** and **Humanities,** and Group 6, titled, **Courses selected from the major field and electives.**

Subjects not included in Groups 1 to 5 are: Latin American studies, business administration, elementary education, mathematics, physical education, radio, secretarial courses, and speech. No statement could be found in the 1961 catalog with respect to criteria used for grouping subjects, or inclusion of subjects into groups meeting the distribution requirements. Possibly there are implied criteria in the "Explanation of Distribution Requirements," in which purposes to be achieved by the various groups are stated.

Group 6 comprises the courses required by the various specialized areas of study, of which there are twenty. One of these, music, has two degrees of specialization — one leading to the B.A. degree in music, and the other leading to the B.M. degree.

Six terms of Physical Education are required, but do not carry credit toward the number needed for graduation.

The B.M. degree permits practically no elective work, while the requirements of all other specializations permit elective work ranging from 14 hours to 72 hours.

It should be noted that students may meet the requirements of Group 2 in full by a qualifying examination, and the amount of work from which a student is excused adds that amount to elective work he must take.

Figs. 26 and 27 show the distribution requirements in terms of required hours in groups or fields of study. Fig. 26 reports the data for distribution requirements 1 through 5. Fig. 27 reports the data for the specific fields of study leading to the Bachelor of Arts and Bachelor of Science degrees. Students may earn the Bachelor of Music degree in any one of five fields, but those are not shown since the specialization requirements in each utilize practically all of the student's time not taken by the requirements of Group 1-5.

Fig. 26

DISTRIBUTION REQUIREMENTS: GROUPS 1-5

Subject:	Group 1	Group 2	Group 3	Group 4	Group 5
	English Composition and Literature	Foreign Language	Economics Geography Government History Philosophy Psychology Sociology and Anthro.	1 yr course selected from Biology Chemistry Geology Physics Astronomy	Art English (not including 1) Foreign Lang. (Jr-Sr level) Music Philosophy (if not included in 3) Religion Theatre Arts
Credits:	15	0-24	15	15	15

The specific fields of study represent the thinking of the Departments of the College with regard to the minimum requirements for specialization. In preparing Fig. 26, the terms "must take," "will take," "should take" and "it is recommended that the student take," were all taken as having equal force and to mean that the work would be included in the student's schedule.

The required majors represent minimum major programs for many departments, as shown by the recommended courses not specified in terms of catalog numbers or hours of credit.

Fig. 27

DISTRIBUTION REQUIREMENTS — GROUP 6

	Distribution Requirements (Groups 1-5)	100-200 level courses in major (if not otherwise met)	100-200 level courses in related subjects	Total of columns 1, 2, 3	300-400 level courses in major subject	300-400 level courses in related subjects	Total of columns 5 and 6	Total of columns 4 and 7	Electives
Art	84	20	0	104	30	0	30	134	58
Biology	84	?	15	99	45	0	45	144	48
Bus. Admin.	84	20	10	114	46-61	0-15	61	175	17
Chemistry	84	15	45	144	34	0	34	178	14
Economics	84	0	0	84	25-50	0-25	50	134	58
Gen. Educ.	84	5	0	89	57	15	72	161	31
English	84	0	0	84	50	0	50	134	58
For. Lang.	84	0	30	114	45	0	75	159	33
Gen. Science	84	40	0	124	35	30	35	159	33
Geology	84	15	15	114	25	0	25	139	53
Hist., Gov.	84	15	0	99	30	0	30	129	63
Human Rel.	84	15	0	99	55	0	55	154	38
Math.	84	15	15	114	30	6	31	145	47
Music	84	5	0	89	45	0	45	134	58
Philosophy	84	10	0	94	25	0	25	119	72
Physics	84	0	30	114	36	0	36	150	42
Pre. Med.	84	25	0	109	30	0	30	139	53
Psychology	84	6	0	90	40	20	60	180	42
So., Anthro.	84	5	10	99	37	0	37	136	56
Theatre Arts	84	20	0	104	15	20	35	139	53

Fig. 28

Summary of Degrees Granted with Number of Majors June 1958, June 1959, June 1960.

(B.A. unless otherwise noted)

	1958			1959			1960		
	M	W	T	M	W	T	M	W	T
Art	1	2½	3½	½	3	3½	1½	3	4½
Biology (B.S.)		1½	1½				1	1	2
Bus. Administration	20½	1½	22	23½	3	26½	16	3	19
Chemistry (B.S.)	2		2		1	1	3	1	4
Economics	1	½	1½	4½		4½	2	1	3
Elem. Education	1	5	6		8	8	1	7	8
English	11	13	24	3	10	13	9	11	20
Foreign Language									
French		1½	1½	½	2	2½	1	3½	4½
German		1½	1½		1	1			
Spanish	1	1	2		2	2		2½	2½
General Science (B.A.)							1		1
Geology							1½		1½
History & Government	6	4½	10½	11	2	13	5	3	8
Human Relations	7	4	11	13	2	15	4	7	11
Mathematics (B.A.)		½	½	1½		1½	½	2	2½
Music (B.M.)	1	1	2		2	2		1	1
Music (B.A.)					1	1			
Philosophy	1	1	2	3		3	3½	1	4½
Pre-medical (B.S.)	3		3	1	2	3	2	1	3
Physics (B.S.)	3	½	3½	2½		2½	1		1
Psychology	½	3½	4	1	4	5	2	2	4
Soc & Anthropology	1	2	3					2	2
Theatre Arts	1	2	3		4	4	3	8	11
TOTAL	61	47	108	65	47	112	58	60	118

CURRICULUM

It is safe to assume that in almost all cases the actual offerings by a department correspond closely to the present best judgments of the faculty members in the department, as allowed by the relative freedom of the departments to alter course programs. Curricular changes are initiated by the faculty members of a department, and are then discussed by the appropriate division. The division sends a recommendation to the Faculty-Administration Committee, which acts as the curriculum committee. The Faculty-Administration Committee refers its recommendation to the faculty for final action.

The advantages of the system are that it encourages strong faculty interest and morale, and thereby promotes good teaching; and that it provides a varied, up-to-date curriculum for the students, in keeping with Rollins' tradition of individualized education.

The weaknesses of the system are that it leads to a considerable proliferation of courses, with many advanced courses having very small enrollments; and that the total educational program of the student depends perhaps too strongly on the Judgment of the student and his faculty adviser and on his choice of a major.

Rollins' curriculum would probably be stronger if more attention were paid to the curriculum as a whole. Despite a firm decision against the widespread use of general education courses to meet the needs for coherence, integration, and focus in the program, there is a growing opinion on the part of faculty and administration that the overall education of the student needs attention in these areas. It is time for Rollins to add to her heritage of valid new solutions to educational problems.

The status of the course offerings and major requirements and faculty attitudes toward them may be determined by reference to the compilation of answers to a series of questions based on the Self Study Manual and sent to the twenty-four educational areas of the college (see below). A summary of the answers is included at the end of the compilation.

CURRICULUM QUESTIONNAIRE

QUESTION #1

When was your curriculum last restudied and what changes were made?

Area Studies: Established in 1957. It has been slightly revised each succeeding year.

Art: Two years ago. History of American Painting revised. 101-102 (Art Appreciation Course) out — in as 2 credit course.

Biology: Last year — Changed credit in several courses; added or changed three courses—dropped one (Systematic Zoology).

Business Administration & Economics: Curriculum was last restudied by the full Department in Academic Year 1959-60. Recommendations were made, **First,** to develop one-year sequences covering 3 terms, but not on the "hyphenated" basis, to strengthen the preparation of Business Administration majors in certain areas, particularly in the technical courses. **Second,** recommendations were made to drop several courses from the catalog, either because they were duplicative or too specialized.

Third, recommendations were made to extend one or two areas from 2 to 3 terms in order to increase the time available to cover material which cannot adequately be included in 1 or 2 term courses. **Fourth,** recommendation was made to encourage both Junior and Senior students majoring in Business Administration to undertake project courses in accordance with the features of Business Administration training at Rollins which Dean Tiedtke felt should be emphasized because of their recognized value, and because they constitute rather distinctive features of both Business Administration and Economics programs at Rollins. Courses specifically recommended to be dropped were as follows:

BA-107 Business Organization

BA-402 Sales Administration

BA-421 Market Research & Consumer Relations

Econ-109 Consumer Problems

Chemistry: 1960 — C 110-111 added for accelerated General Chemistry; deleted C 432; C405-406-407 changed to 405, 406, 407; C201- changed to C201, and sequence of C201, C202-203 changed.

Education: 1959-60.

English: In the last 12 months: New course for advanced freshmen in major — students now have choice between Eng. 333 and 356.

Foreign Languages: 1959-60. Literature courses rearranged to give better coverage and reduce over-all course hours.

Geography: December, 1960 — Entire revision — only 1 course retained from before; three radically revised (considered as new courses in question #15a. These marked with "*") in content and credits; three dropped; two added.

Geology: January 1961. 302 dropped. 351 (geologic mapping) added.

History and Government: 1958.

Human Relations: 1959-60. Changes were made in the requirements of the major.

Mathematics: Restudied — 1959-60. Changes made — 1960-61.

Music: November, December, and January 1960-61. Please compare old and new catalogs when latter is available.

Philosophy: Jan. 1961 a new course in scientific methodology introduced, also a course in applied logic.

Physical Education: Fall 1960-61. Changed Phys. Ed. 363 from one term of five hours to three terms of three hours.

Pre-Medicine: Last year. Changed credit in several courses; added or changed three courses—dropped one (Systematic Zoology).

Psychology: Some study every year; last major study during year 1957-58. Dropped Animal Psychology.

Religion: Religion is not a major, so there has not been much of a study made.

Radio: Curriculum restudied and changed 1955. Techniques reviewed and modified annually.

Secretarial Courses: In 1957. Credit toward degree was limited.

Sociology and Anthropology: 1960. Added two courses — S.&A. 331, S.&A. 411, 12, 13.

Speech and Theatre Arts: About two years ago the theatre curriculum was restudied and although no additions or deletions were made from the curriculum there were some changes made within the curriculum as it stands. Theatre Arts 121-122 which had been taught as a history of the theatre in both terms was changed to An Introduction to the Theatre for one term and the history for only the second. We also changed the sequence of courses in the department.

Physics: 1959. We readjusted the credit hours among the various courses.

QUESTION #2

Do you contemplate a curriculum revision in the near future? Describe the planned revision.

Area Studies: Yes; less art and archeology and more economics.

Art: Not until new additions to faculty are made.

Biology: No.

Business Administration and Economics: Curriculum revision is planned on an annual basis. The present curriculum approaches the minimum possible offerings if major programs are to be available in either Business Administration or Economics. All courses offered are reviewed annually by the full Department.

Chemistry: No.

Education: No.

English: Course in grammar for seniors getting teaching certificate — a new state requirement.

Foreign Languages: No.

Geography: Introductory sequence may be changed next year again in view of the fact that it may not draw enough students by not being required — may be reduced to two single introductory courses — with physical geography on the advanced level.

Geology: Yes.

History and Government: No.

Human Relations:

Mathematics: Extensive revision is planned for 1962-1963 but were not available at the composition of this report.

Music: Only in the nature of credit for major study

Philosophy: No.

Physical Education: No.

Physics: No.

Pre-Medicine: No.

Psychology: Not a major revision. The Department expects to recommend additional special interest courses for majors in other departments.

Religion: No.

Radio: Not contemplated.

Secretarial Courses: No.

Sociology and Anthropology: Planned for 1962 — under constant evaluation.

Speech and Theatre Arts: Yes. It will be primarily in the area of speech. Dr. Drabik is to submit to the department suggestions for curriculum revisions and we will be discussing these in the spring term. The speech curriculum has not been really studied in years due primarily to the lack of continuity of speech teachers.

QUESTION #3

Are all courses listed in the catalog offered either yearly or in alternate years?

Area Studies: Offered annually.

Art: Yes.

Biology: Yes.

Business Administration and Economics: Courses in the current catalog which are no longer to be offered include: BA-107, BA-402, BA-421 and Econ-109. All others are offered either yearly or in alternate years.

Chemistry: No.

Education: Yes.

English: Yes.

Foreign Languages: Yes.

Geography: Yes.

Geology: Yes.

History and Government: Yes.

Human Relations: See departmental questionnaires.

Mathematics: No.

Music: Yearly unless otherwise stated. E.g. Chamber Music I & II alternates. See p. 110 of current catalog.

Philosophy: Yes.

Physical Education: Alternate years.

Physics: Yes, except for two 400-level sequences that serve in special cases, one non-laboratory and one laboratory.

Pre-Medicine: Yes.

Psychology: Yes.

Religion: Yes.

Radio: Yearly.

Secretarial Courses: Yes — yearly.

Sociology and Anthropology: Yes.

Speech and Theatre Arts: Yes.

QUESTION #4

What courses are offered during alternate years? Why are these courses so offered?

Area Studies:

Art: Art history courses. Not enough teachers.

Biology: 300 and 400 level courses. Number of students and staff.

Business Administration and Economics: Courses offered during alternate years in Business Administration and Economics include the following:
BA-304 Production Management
BA-335w Federal Taxation
BA-336w Cost Accounting
BA-401 Principles of Merchandising
Econ-243 Econ. Development of U. S.
Econ-327, 328 History of Economic Thought
Econ-331, 332 Current Economic Problems
The courses listed above are offered on an alternate year basis principally because we do not have the personnel to offer them every year, although it would be desirable to do so.

Chemistry: C405, 406, 407 alternate on occasion to suit teaching load and student schedules. C413, 417, 421, and 431 offered on demand (usually by at least 2 students.)

Education: None.

English: Eng. 355, 351, 352, 363, 364, 313. Lack of personnel to staff them every year.

Foreign Languages: Two 400 level courses in French, German, and Spanish. Small enrollment does not warrant offering them every year.

Geography: Geography of the USSR — felt that number of interested students might not warrant offering it every year, especially in view of needing to balance out my teaching load.

Geology: 301, 302, 303, 401, 451. Small number of majors.

History and Government: Gov't 361-2-3 with Gov't 490-1-2 and 457 with 458. Because we have only one instructor in Gov't.

Human Relations: See departmental questionnaires.

Mathematics: Advanced. Demand.

Music: To avoid yearly small registration.

Philosophy: Phil. 305 and 308 — staff.

Physical Education: Phys. Ed. 362-363-372-374. There is not a demand for them every year. Open only to Juniors and Seniors.

Physics: All 300-level courses. In order to keep student enrollment in the courses up and teaching load down.

Pre-Medicine: 300 and 400 level courses. Number of students and staff.

Psychology: Psychological Theory; Learning Theories; History of Psychology; Physiological Psychology, and Interpersonal Relations. These courses are offered in alternate years for two reasons: (1) they are primarily for majors; (2) this plan meets the demand.

Religion: None.

Radio:

Secretarial Courses: None.

Sociology and Anthropology: S.&A. 301-302; 309; 318; 407-408; 409. Can only offer in alternate years because have 2 man staff.

Speech and Theatre Arts: None.

QUESTION #5

Are any courses offered that are not listed in the catalog?

All departments reported that no courses are offered that are not listed in the catalog.

Area Studies: No.

Art: No.

Biology: No.

Business Administration and Economics: No courses are offered that are not listed in the catalog.

Chemistry: No.

Education: No.

English: No.

Foreign Languages: No.

Geography: No.

Geology: No.

History and Government: No.

Human Relations: See departmental questionnaires.

Mathematics: No.

Music: All are listed in the new catalog. New courses are in the area of Mus. Edctn., reinstated this year.

Philosophy: Not in new catalog.

Physical Education: No.

Physics: No.

Pre-Medicine: No.

Psychology: No.

Religion: No.

Radio: No.

Secretarial Courses: No.

Sociology and Anthropology: No.

Speech and Theatre Arts: No.

QUESTION #6

Have any courses been added to the curriculum for the primary reason that they represent a special interest of the instructor?

Area Studies: No.

Art: No.

Biology: No.

Business Administration and Economics: No. It would be desirable in one or two instances if this could be done, in order to take advantage of specialized background and training. But the present curriculum contains only standardized offerings as compared with the offerings of Business and Economics Departments in a representative sampling of private liberal arts colleges similar in size to Rollins.

Chemistry: No (although dictation of interest can not be completely discounted)

Education: No.

English: English 313.

Foreign Languages: No.

Geography: No — although in view of small number a single professor can teach, the ones selected undoubtedly show some bias.

Geology: No.

History and Government: Yes. Spanish History 359, 360.

Human Relations: See departmental questionnaires.

Mathematics: No.

Music: No.

Philosophy: No.

Physical Education: No.

Physics: No.

Pre-Medicine: No .

Psychology: No.

Religion: I don't think so unless they all are of special interest to the instructor.

Radio: No.

Secretarial Courses: No.

Sociology and Anthropology: No.

Speech and Theatre Arts: No.

QUESTION #7

Are there any extensive duplications of material in courses in your department or with courses in other departments, and if so, what are they?

Area Studies: No.

Art: None that we are aware of: **By intent** a reiteration of art principles in all **our** courses.

Biology: No (within). Some duplication in Psych and Anthropology — because biology is not a pre-requisite to these courses.

Business Administration and Economics: No. Possible duplication was a primary reason for dropping BA-107, BA-402, BA-421 and Econ-109.

Chemistry: No.

Education: None.

English: No.

Foreign Languages: No.

Geography: No (minor duplication with geology and anthropology in some portions of the introductory sequence — unavoidable.

Geology: No.

History and Government: Not extensive.

Human Relations: No.

Mathematics: Don't think so.

Music: None that we know of!

Philosophy: No, except that in phil. such is in degree desirable.

Physical Education: No.

Physics: No.

Pre-Medicine: No (within). Some duplication in Psych and Anthropology — because biology is not a pre-requisite to these courses.

Psychology: No; with the possible exception of statistics taught in Psychology of Ability with Business Statistics.

Religion: I don't think so

Radio: No duplication.

Secretarial Courses: No.

Sociology and Anthropology: No.

Speech and Theatre Arts: No.

QUESTION #8

How are the decisions made as to what courses are offered in your department?

Area Studies: Changes are approved by the faculty teaching the course.

Art: By advice of the President.

Biology: Mutual discussion and agreement of staff on needs of students.

Business Administration and Economics: Decisions as to what courses are to be offered in the Business Administration and Economics Department are made on an annual basis by a meeting of the full Department, following which the recommendations are submitted as necessary to Dean Scroggs, Dean Tiedtke and, where faculty action is required, to the next full meeting of the faculty.

Chemistry: Consultation with departmental staff.

Education: Requirements for preparation of teachers — a selection is made.

English: By dept. discussion and vote.

Foreign Languages: By the members of the Department.

Geography: I make them — subject, of course, to approval by Division Chairman, Dean Scroggs, et al.

Geology: Joint decision of staff.

History and Government: By the Department.

Human Relations: Not applicable.

Mathematics: Consult with Science Division.

Music: By faculty action. Note: The Conserv. faculty meets weekly for 45 minutes.

Philosophy: By agreement of members of the Department.

Physical Education: Departmental meetings and meetings with Education Department.

Physics: Discussion and agreement between members of our two-man department.

Pre-Medicine: Mutual discussion and agreement of staff on needs of students.

Psychology: Departmental action.

Religion: By a meeting of the department.

Radio: Originally formulated through consultation with other faculty members. This is a one instructor department.

Secretarial Courses: Decisions are in my hands, except for (1) above.

Sociology and Anthropology: Joint decision by two faculty in light of evaluation of curriculum needs.

Speech and Theatre Arts: New courses are submitted first for department discussion and approval and then sent on to the Faculty-Administration Committee.

QUESTION #9

How many credits in your field are required for a major in your department?

Area Studies:

Art: 75.

Biology: 60 credits.

Business Administration and Economics: Minimum credits required for a Major: 61 credits.

Chemistry: For many students, 60 hrs. basis plus 4 hrs. elective recommended. For some students (C110-111 starters), 55 hrs. basic plus 4 hrs. elective.

Education: 37 in professional education; 37 in Elementary specialization, with 5 optional (may take a geography course in place of Ed. 325 — Social Studies.)

English: 13 courses — 65 credits.

Foreign Languages: 45 in major language and 25 in second language.

Geography: No major offered.

Geology: 55.

History and Government: 60.

Human Relations: Fifty-five in the area; twenty in one department.

Mathematics: 45.

Music:

Philosophy: 50 credits.

Physical Education: No major offered. If offered requirement would be 30.

Physics: 48.

Pre-Medicine: 60 credits.

Psychology: Sixty-one credits.

Religion: None.

Radio: No major.

Secretarial Courses: No major offered.

Sociology and Anthropology: 47.

Speech and Theatre Arts: Fifty credits taken in the Theatre Arts Department and twenty credits in the English Department.

QUESTION #10

How many credits in upper-division courses does the usual major take in your department?

Area Studies:

Art: 30 is the minimum.

Biology: 30 credits.

Business Administration and Economics: Normally 36-41 credits are taken in upper division courses.

Chemistry: 34.

Education: 27 in professional ed.; all the specializations are U.D.

English: 10 courses — 50 credits.

Foreign Languages: about 54.

Geography: See #9.

Geology: 40.

History and Government: 40 to 45.

Human Relations: Information not available.

Mathematics: 24.

Music: Varies with departments, but usually from 45-50.

Philosophy: 25 credits.

Physical Education: No major program.

Physics: About 36.

Pre-Medicine: 30 credits.

Psychology: About fifty — estimated.

Religion: By "upper-division" do you mean Heaven? If so I'd say considerable.

Radio:

Secretarial Courses: No upper division courses offered in this department.

Sociology and Anthropology: 37.

Speech and Theatre Arts: Fifteen credits in our department. (Twenty in English Department.)

QUESTION #11

What courses in the catalog have not been offered during the last three (3) years?

Area Studies:

Art: None:

Biology: None.

Business Administration and Economics: All courses in the current catalog have been offered during the last 3 years.

Chemistry: C 413.

Education: None.

English: None.

Foreign Languages: None.

Geography: None.

Geology: None.

History and Government: None.

Human Relations: See departmental questionnaires.

Mathematics: 304 (Content). 404 (Theory of Equations).

Music: Only the woodwind department offerings, which have been changed in the new catalog revision.

Philosophy: None.

Physical Education: None.

Physics: None, except for the non-laboratory, 400-level course, Selected Topics, mentioned under #3.

Pre-Medicine: None.

Psychology: None.

Religion:

Radio: All have been offered.

Secretarial Courses: None, not **offered.** In 1959-60, Sec 264-5, 6, not given: no registrants.

Sociology and Anthropology: None.

Speech and Theatre Arts: None.

QUESTION #12

a. What courses regularly have an enrollment of fewer than ten students?
b. Fewer than five students?
c. Of more than twenty-five students?

Area Studies:

Art: a. Advanced creative art courses.
b. Some advanced creative art courses.
c. Principles of art could be, but we limit courses to 20.

Biology: a. All but freshman.
b. Variable.
c. Freshman.

Business Administration and Economics: a. Courses regularly having an enrollment of fewer than 10 students: BA-301; Econ-327, 328; Econ-422; Econ-431; Econ-491, 492, 493.
b. No courses regularly fewer than 5 students.
c. Courses regularly with more than 25 students: BA-204; BA-205; BA-208; BA-304; BA-307; BA-308; BA-322, 323; BA-401; Econ-211, 212; Econ-305; Econ-309.

Chemistry: a. C 201 et seq., 311 et seq., 405 et seq., 321-2.
b. C413, 417, 421, 431.
c. None.

Education: a. Secondary Ed. 414-15-16(b).
b. Ed. 412-413; Ed. 417.
c. Ed. 204; Ed. 351.

English: a. None.
b. None.
c. Eng. 301, 303, 304, 332, 333, 363, 364, 365.

Foreign Languages: a. 300 and 400 level lit. courses & Russian 7.
b. 400 level. 3.
c. None.

Geography: Not offered long enough to tell—but 400-level course set up now for a maximum of five.

Geology: a. 204, 205, 206, 301, 302, 303, 311, 401, 451.
b. 204, 205, 206, 301, 302, 303, 401, 451.
c. 101-102-103.

History and Government: a. History 412.
b. None.
c. History 114.

Human Relations: Information not available.

Mathematics: a. 400 level. 6.
b. Some 400 level. 2.
c. 211-212-213; 111-112-113.

Music: a. See next section.
b. Conducting, a few seminars (required of majors) and advanced musicianship classes.

Philosophy: a. 404, 405, 406 at times.
b. None.
c. 203, 201, 202, 223, 222, 221.

Physical Education: a. None.
b. None.
c. None.

Physics: a. Physics 307-8-9; 311; 314-5-6; 317-8 (This situation should change next year.)
b. None.
c. None.

Pre-Medicine: a. All but Freshman.
b. Variable.
c. Freshman.

Psychology: a. History of Psychology and Psychological Theory. 4
b.
c. General Psychology (all sections); Psycology of Adjustment; 7 Social Psychology; Social Psychology of Small Groups; Abnormal Psychology.

Religion: a.
b.
c. Rel. 227, 229. Runs from 20-25.

Radio: 341-342-343 less than ten.

Secretarial Courses: a. Sec 264-5, 6 usually; Sec 261-2, 3 from 1958, on; Sec 164-5-6, in 1960-61.
b. Sec 264-5, 6 from 1953; Sec 261-2, 3 and Sec 164-5-6, in 1959-60 and 1960-1.
c. None in this department.

Sociology and Anthropology: a. None since I've been here.
b. None since I've been here.
c. 201-202; 208; 301-302; 318; 325.

Speech and Theatre Arts: Theatre Arts 304, 305, 401 have had eight or nine students for the past few years. Theatre Arts 307 has had less than five. No courses have more than twenty-five.

QUESTION #13

What 300 and 400 level courses do you offer regularly that are not required of all majors in the department?

Art Studies:

Art: Students choose their field. All are offered but not separately.

Biology: Varies with interest of student.

Business Administration and Economics:

BA-301
BA-304*
BA-325, 326
BA-335
Econ-327, 328
Econ-331, 332
Econ-422
Econ-431
Econ-491, 492, 493
BA-336
BA-401

*Will be required in future.

Chemistry: None.

Education: None of the professional ed.; in specialization — Ed. 325.

English: Two years ago, at the request of the faculty-administration committee, World Lit. was changed from Eng. 291-2-3 to Eng. 391-2-3. This is not a major course. A glance at the 1960-61 catalog, pp. 70-71, will show that Eng. Majors have to choose a minimum of 3 courses in a special area — i.e., Drama **or** Novel **or** 20th Cent. Lit **or** Creative Writing. This means that the courses in these areas are **not** taken by **all** majors; specifically Eng. 313; 351-2; 355-6; 363-4; 365; 366; 367-8-9.

Foreign Languages: 413 Seminar and 417 Teaching methods. Major requirement not a course requirement but 45 credits from among 300 to 400 level courses.

Geography: 211 — see #9.

Geology: 451.

History and Government: The only required course is 112, 113, 114.

Human Relations: All but one (S. & A. 411-412-413).

Mathematics: 431-432-433.

Music: Each department has somewhat different requirements. For example: Voice majors are not required to take Canon and Fugue, but they are required to have one year of conducting. Piano majors are not required to take conducting, but must take Canon and Fugue. All departmental requirements are listed on pages 104 through 109 of the current catalog.

Philosophy: The 25 credits may be distributed among any of the courses offered at the 300 and 400 level.

Physical Education: No major program.

Physics: None.

Pre-Medicine: Varies with interest of student.

Psychology: All except Experimental Psychology and Research Methods in the Behavioral Sources.

Religion: None.

Radio: There is no major.

Secretarial Courses: None.

Sociology and Anthropology: 309; 318; 325; 409.

Speech and Theatre Arts: Theatre Arts 304, 305, 307. Advanced acting is not required of students interested in the technical aspects of theatre. They must substitute Advanced Design and one other related course to satisfy requirements for major.

QUESTION #14

Are you planning a study of your departmental curriculum as a part of this Self Study?

Area Studies: It has been studied daily since 1957.

Art: Not until the Self Study makes known what might be needed.

Biology: No.

Business Administration and Economics: The recasting of the program which was begun last year is planned to continue this year and next.

Chemistry: No.

Education: No.

English: We do this constantly.

Foreign Languages: It has already been done.

Geography: Not specifically.

Geology: Yes.

History and Government: No.

Human Relations: Not proposed so far.

Mathematics: No.

Music: We have already done so as stated in question 1.

Philosophy: This has been done.

Physical Education: No.

Physics: We have not yet planned a study, but we probably will.

Pre-Medicine: No.

Psychology: Yes.

Religion: No!

Radio: Not at present.

Secretarial Courses: None other than the thought given the matter constantly.

Sociology and Anthropology: No.

Speech and Theatre Arts: Yes.

QUESTION #15

a. What new courses have been added in the past three years?

b. What courses have been dropped in the past three years?

Area Studies:

Art: a. Revived Museum Techniques Seminar
b. None.

Biology: a. Natural Hist of Invert, Biology of Algae, Biology Teaching.
b. Systematic Zology, Plant Anatomy.

Business Administration and Economics:
a. BA-301, BA-304, BA-421.
b. BA-107, BA-402, BA-421, Econ-109. (Note: BA-328, BA-331, BA-413 & BA-414 were dropped three years ago.)

Chemistry: a. C 110-111
b. C 330, 432.

Education: a. Ed. 320 — Arith.; Ed. 325 — Social Studies.

English: a. Eng. 101-102-103.

Foreign Languages: See Question 1.
b. Eng. 111, 112, 113, 114, Eng. 115, 116; Eng. 121, 122, 123, Eng. 261, 262; Eng. 110; Eng. 231, 232, 233.

Geography: a. For 1961-62: — 2-part introd. physical geog., Geography of USSR, Geography and World Affairs, Advanced Geog. (cartagraphy, methodology, air photos).
b. Economic Geog.; 3-term service course for other dept. majors.

Geology: a. 311, 401, 451, 351.
b. 302.

History and Government: a. Russian History (revived).
b. Russian History (dropped again).

Human Relations: See departmental questionnaires.

Mathematics: a. 111, 112, 113, 434, 435, 436, 437.
b. 100 (for full time students), 201, 405.

Music: a. Entire Mus. Edctn. and Piano and Voice Pedagogy.
b. Woodwind department as a major (see p. 115).

Philosophy: a. 492, 493, 222, 330, 347.
b. 330, 347.

Physical Education: a. None.
b. 330, 347.

Physics: a. None.
b. None.

Pre-Medicine: a. Natural Hist of Invert., Biology of Algae, Biology Teaching.
b. Systematic Zoology, Plant Anatomy.

Psychology: a. Interpersonal Relations; Experimental Psychology.
b. None.

Religion: None.

Radio: a. None.
b. None.

Secretarial Courses: a. None.
b. None.

Sociology and Anthropology: a. See quest. 1.
b. 413 replaced by 411-412-413 seminar.

Speech and Theatre Arts: a. Stage Lighting.
b. None.

QUESTION #16

Have you analyzed your courses, one-by-one, to see whether they are realistically-real college courses? (That is, does each five term-credit course in your department require fifteen hours of the average student's time each week, counting both in-class and outside-of-class time?)

Area Studies: Yes.

Art: We know they put in at least ten.

Biology: Yes.

Business Administration and Economics: This was done in 1956-57 and again in 1959-60. Annual review by the Department seems to work well, both with respect to modernization and with respect to adjusting offerings to personnel available.

Chemistry: Yes.

Education: On average for term — yes usually, but this needs further analysis.

English: Yes.

Foreign Language: This has been done and needed modifications made.

Geography: Yes.

Geology: Yes.

History and Government: No.

Human Relations: See departmental questionnaires.

Mathematics: Yes.

Music: Yes, see No. 1. These are also requirements of NASM.

Philosophy: Yes.

Physical Education: Yes.

Physics: Yes.

Pre-Medicine: Yes.

Psychology: Not one-by-one; principle has adopted for all classes and directed individual studies.

Religion: I don't dare.

Radio: This is part of a personal review program carried out each year.

Secretarial Courses: None of these is a 5-term credit course, but each course takes as much of the average student's time as expected, **pro rata,** and some take more.

Sociology and Anthropology: Yes.

Speech and Theatre Arts: Not recently but we have every intention of doing so as part of the Self Study.

QUESTION #17

Is there any defect or weakness in your curriculum not heretofore mentioned which should be corrected?

Area Studies: Nothing serious.

Art: We are not satisfied with our offerings. Also dislike having mixed classes. Our problems are mostly due to scheduling difficulties.

Biology: Weak in physiology.

Business Administration and Economics: Certain weaknesses may be mentioned:

a. Turnover of personnel, particularly in the Economics field.

b. It would be desirable from the standpoint of certain major areas of concentration in the field to offer additional courses.

c. In both the Business Administration and Economics fields, the trend of training generally is toward greater emphasis upon advanced quantitative and analytical methods. At the undergraduate level this means acquisition of basic skills in such fields as Econometrics, necessary to enable the student to pursue graduate work without remedial training.

d. In view of shortcomings, we feel nevertheless that a Major in either Business Administration or Economics should be well prepared in fundamentals under the present program. Some objective evidence to support this view has been accumulated on the basis of performance of students majoring in these areas in Graduate Schools of Business Administration, in successful pursuit of Law School programs, and in successful attainment of CPA Certificates, as well as in instances of unsolicited but favorable comment from employers.

Chemistry: No.

Education: The chief weakness (too many **specialization** courses) cannot be corrected because of State Certificate requirements. We would like to require a summarizing course in professional education, such as Philosophy of Ed.

English: Yes.

Foreign Languages: Need for a language laboratory.

Geography: The field of geography cannot, even superficially on the undergraduate level, be adequately covered by a single staff member.

Geology: Chemistry **and** physics or biology should be prerequisite and math through first year calculus and German **or** Russian.

History and Government: No Far East — Latin Am. History only in Area Studies.

Human Relations: Weaknesses were corrected in the 1959-60 revision of requirements.

Mathematics: No.

Music: The overloading of Music Majors in credits to satisfy both the College's academic requirements as well as the Music requirements of NASM.

Philosophy: No serious weakness but need courses in social, political and more in philos. of religion.

Physical Education: Yes. We in the department feel that there should be more courses offered and a Physical Education major established. We receive a lot of requests and believe it would be a sound major.

Physics: Not that we know of.

Pre-Medicine: Weak in physiology.

Psychology: Lack of laboratory space and equipment.

Religion:

Radio:

Secretarial Courses: The basic weakness is that the climate of the college is poor for the work.

Sociology and Anthropology: We need a good strong course in Sociological Theory.

Speech and Theatre Arts: In addition to the need for speech corrections we feel that the greatest weakness in curriculum at present is the lack of elective upper-division courses for the seniors in our department.

QUESTION #18

Are there strong or unusual aspects in your major program?

Area Studies: Yes, see catalog.

Art: The student can take steps toward finding himself as an individual and at least glimpse his maturity as an artist.

Biology: Strong in producing students that make the grade in grad school. Unusual in requiring breadth in field.

Business Administration and Economics: Students majoring in either Business Administration or Economics are encouraged to undertake, at both the Junior and Senior levels, work in independent projects of a type normally reserved for Honors students. This effort has been unusually successful in terms of the caliber and quality of achievement, as well as the increased number seeking permission to do project work. At the present time, and in view of the rather recent changes which have been instituted, directed toward the enhancement of student performance, level of difficulty of the various Economics and Business Administration courses, as well as rather searching comparison with similar programs elsewhere, it is felt that the current major programs are at a high point of development. At the same time, this point is not taken to be an ultimate, especially because it is believed that much remains to be done in requiring Majors in both Business Administration and Economics to meet even more exacting standards of preparation if they are to be abel to compete successfully in graduate work or in business, or to enter managerial levels with adequate depth and breadth of background, in liberal arts, business and economics.

Chemistry: Program is broad enough and covers in sufficient depth to give strength to the average major student.

Education: A minimum of overlapping in courses.

English: Yes.

Foreign Languages: It is sound program giving ample experience in the language and literature.

Geography: Close cooperation with Area Studies (Latin America) Program.

Geology: Emphasis on fundamental principles. Opportunity for student to do independent research. Close student-teacher relationship.

History and Government: Center for Practical Politics.

Human Relations: Integrating examination at end of junior year. Research project during senior year.

Mathematics: Can't really say.

Music: Yes. For a Liberal Arts College to have what amounts to a professional music school is unusual. It is a "strong" curriculum and requires strong students.

Philosophy: Senior course concept and breadth of offering.

Physical Education: We have no major program.

Physics: Our introductory course is unusual in many ways. It pays more attention to philosophical and historical background than does the usual course. We give what are usually counted as junior level courses to our sophomore physics majors. Most of our majors act as laboratory assistants, and most of them participate in a research project before they graduate.

Pre-Medicine: Strong in producing students that make the grade in grad school. Unusual in requiring breadth in field.

Psychology: Increasing stress on experimental and empirical research.

Religion:

Radio: There is no major in our field.

Secretarial Courses: No major offered.

Sociology and Anthropology:

Speech and Theatre Arts: Our department is concerned primarily with the artistic values of performance and technical skills, and we feel that our curriculum is particularly strong and unusual in these areas.

SUMMARY OF ANSWERS TO CURRICULUM QUESTIONNAIRE

The Curriculum questionnaire was sent to 24 departments of the College. A summary of the answers follows:

Question #1: When was your curriculum last restudied and what changes were made?

All departments indicate that a restudy of the curriculum within the past three years. The changes made as a result of the restudy are so diverse in nature that a summary would not be feasible. Reference should be made to the individual departmental reports.

Question #2: Do you contemplate a curriculum revision in the near future? Describe the planned revision.

Seven departments answer in the affirmative. (Area Studies, Business Administration and Economics, English, Geography, Geology, Mathematics, Sociology & Anthropology, and Speech & Theatre Arts.)

Question #3: Are all courses listed in the catalog offered either yearly or in alternate years?

All Departments except Chemistry and Mathematics answer in the affirmative.

Question #4: What courses are offered during alternate years? Why are these courses so offered?

All departments indicate the offering of courses in alternate years except Area Studies, Education, Religion, Radio, and Speech and Theatre Arts. The two principal reasons given for this are lack of student demand and lack of staff.

Question #5: Are any courses offered that are not listed in the catalog?

All departments answer in the negative.

Question #6: Have any courses been added to the curriculum for the primary reason that they represent a special interest of the instructor?

The Departments of English and History and Government indicate they each offer 1 course for the primary reason that it represents a special interest of the instructor. All other departments answer in the negative.

Question #7: Are there any extensive duplications of material in courses in your department or with courses in other departments, and if so, what are they?

All departments answer in the negative.

Question #8: How are the decisions made as to what courses are offered in your department?

The Department of Art indicates decisions are made "by advice of the President." All other department indicate decisions are made by the teaching staff. The Department of Mathematics indicates consultation with the science division, and the Physical Education Department indicates consultation with the Education Department.

Question #9: How many credits in your field are required for a major in your department?

18 of the 24 departments mentioned offer a major. The number of credits required for a major range from a high of 75 in the Department of Art to a low of 47 in the Department of Sociology and Anthropology.

Question #10: How many credits in upper-division courses does the usual major take in your department?

Credits range from a high of about 54 in the Department of Foreign Languages to a low of 24 in the Department of Mathematics.

Question #11: What courses in the catalog have not been offered during the last three years?

All departments answer in the negative except the following: Chemistry, 1 course; Mathematics, 2 courses; Physics, 1 course; Secretarial Science, 1 course.

Question #12: a. What courses regularly have an enrollment of fewer than ten students?

b. Fewer than five students?

c. Of more than twenty-five students?

a. A total of 81 courses regularly enroll fewer than 10 students.

b. A total of 35 courses regularly enroll less than 5 students.

c. A total of 54 courses regularly enroll more than 25 students.

Note: Since so much of the course instruction in the Department of Music is given on an individual basis, the above figures do not include the offerings of this department.

A sampling of the curriculum of the winter term of 1960-61 indicates a total of 165 courses. Thirty-seven of these were in the Department of Music.

Question #13: What 300 and 400 level courses do you offer regularly that are not required of all majors in the department?

Business Administration and Economics, 15 courses; Education, 1 course; English, 12 courses; Geography, 1 course; Geology, 1 course; Mathematics, 3 courses; Psychology, 14 courses; Sociology and Anthropology, 4 courses; Speech and Theatre Arts, 3 courses. The Departments of Foreign Languages and Philosophy do not have individual course requirements, but a required number of credits chosen from 300 and 400 level courses.

Question #14: Are you planning a study of your departmental curriculum as a part of this Self Study?

Three departments answer in the affirmative. (Geology, Psychology, and Speech and Theatre Arts.)

Question #15: a. What new courses have been added in the past three years?

b. What courses have been dropped in the past three years?

a. Art, 1 course; Biology, 3 courses; Business Administration and Economics, 3 courses; Chemistry, 2 courses; Education, 2 courses; English, 3 courses; Geography, 4 courses; Geology, 4 courses; Mathematics, 7 courses; Music, 3 courses; Philosophy, 5 courses; Pre-Med, 3 courses; Psychology, 2 courses; Sociology and Anthropology, 4 courses; Speech and Theatre Arts, 1 course. The total is 47.

b. Biology, 2 courses; Business Administration and Economics, 4 courses; Chemistry, 2 courses; English, 15 courses; Geography, 3 courses; Geology, 1 course; Mathematics, 3 courses; Music, 1 course; Philosophy, 2 courses; Pre-Med, 2 courses; Sociology and Anthropology, 1 course. A total of 36 courses.

Question #16: Have you analyzed your courses, one-by-one, to see whether they are realistically-real college courses? (That is, does each five term-credit course in your department require fifteen hours of the average student's time each week, counting both in-class and outside-of class time?)

All departments answer in the affirmative except History and Government, Religion, Speech and Theatre Arts. The last named department indicated it will be done in the course of next year.

Question #17: Is there any defect or weakness in your curriculum not heretofore mentioned which should be corrected?

The following departments answer in the affirmative: Art, Biology, Business Administration and Economics, Education, Foreign Languages, Geography, History and Government, Music, Philosophy, Pre-Med, Sociology and Anthropology, Speech and Theatre Arts.

Question #18: Are there strong or unusual aspects in your major program?

18 departments answer in the affirmative.

INDEPENDENT STUDY PROGRAM

Rollins College provides opportunities of various kinds for superior students to do Honors work. Honors-at-Entrance freshmen are permitted immediately to enter into individual guided study programs in all the fields in which majors are given. After the first quarter all students who have demonstrated above-average proficiency in research, communication, and intellectual understanding are given an opportunity to do guided individual research and reading under the tutelage of a qualified professor. Academic credit for all such programs is determined by the scope of the work assigned, decided upon, and accomplished. Seniors of superior calibre are able to do an Honors paper of significant scope; and if their academic average and proficiency warrant, such students are able, after a searching oral examination, to graduate "with distinction."

Although some abortive studies of the advisability of comprehensive examinations have been made, no such program has yet been introduced at Rollins College. The oral examination mentioned above, however, is a step in the direction of general examinations in the major field.

Besides the Honors Program already in effect, many methods are pursued at Rollins College to "excite superior work." In most cases, classes are comparatively small, and professors often guide students to continue reading and research in areas that have risen during class seminars. Where feasible and useful, audio-visual aids are employed to stimulate students' understanding of scholarly work. Field trips of various types are arranged when the major area indicates the helpfulness of such an arrangement. Morever, the Library works indefatigably to provide special posters and programs to interest gifted students in particular in wide reading and deep research. As for participation in Honors itself, the impetus for such work is generally derived either from the inner interests of the students themselves or from professors — teachers or advisers — who see the capabilities of the students.

Many suggestions arising from the present study would possibly increase the already great value of the Honors Program at Rollins College. Since freshmen are often untrained in logical thinking and writing, and since they are frequently unprepared to make choices as to areas of research and study, a suggestion has been made that a special Honors Program be developed for freshmen: a kind of combination of training in "right reason" and of direction in the reading and analysis of selected "great books." Further study of such a program is moving forward. In addition, some suggestions have developed that superior students in the junior and senior years be left more to themselves, able to read and research on their own, and that these students be relieved of some of the routine of daily class attendance and course credits. But much preparation and analysis is intended before the program is to be submitted to the Administration and Faculty of Rollins College.

INSTRUCTION

Superior students are found through: (1) their high-school academic records; (2) recommendations from principals and teachers; (3) accomplishments on the College Boards and other standardized tests; (4) records of IQ tests; (5) academic records made by students at Rollins during the early quarters; (6) recommendations of professors at Rollins.

During 1960-1961 approximately twenty-six students, or slightly over 3% of the student body, were enrolled formally in various aspects of the Honors Program. It is safe to say that superior students doing work of all kinds should equal about five per cent of the total student body.

The programs designed for superior students have already been discussed, and a formal statement of the programs appears in the Rollins College Catalog. In addition, a number of "contests" require research and scholarly writing from the best students: these special incentives are also carefully described in the college publications.

Many evidences exist to demonstrate that Rollins College puts the intellectual life of students first: these include: (1) the Honors Program; (2) development of seminars for qualified students; (3) informal organization of discussion and "special-interest" groups, like the Poetry Club; (4) outstanding programs developed by the library to make its "wares" attractive and intellectually stimulating, and the incomparable cooperation of the library in ordering books and in making them available; (5) campus organizations, like the After-Chapel Club, Vespers, Philosophy Club, and Rollins Scientific Society; (6) series of outstanding speakers.

Since the effects of a college education show up in the long view rather than in the immediate, they cannot always be seen as they are being brought into being. But the greater seriousness of students as their college years pass, the tendency for advanced students to use the library on their own, and the gradual development in students of a desire to continue their academic maturation through graduate or professional school are all evidences of the effectiveness of the current academic program.

Of the 117 students who graduated in June, 1961, at least 36 went on to graduate work — or about 30%. This again represents the effectiveness of the intellectual stimulation at Rollins College, especially when the ratio of women to men is remembered.

One recently introduced device to measure the success of the instructional program is that of determining the progress of graduates when they enter graduate schools. The files of this study are in the Registrar's Office. While students are at the College, they take a Minimum Essentials Test in freshman English to determine their progress in basic writing. The STEP tests are given to students twice, to measure their improvement over their two first years at Rollins. These statistics are provided by the office of the Dean of Men, who conducted the first pair of STEP tests.

In the period 1955-59 a total of 170 students, an average of 36 a year, requested that their transcripts be sent to graduate schools. Records of students receiving assistantships, scholarships, and fellowships are unavoidably sparse and incomplete, but it is known that many Rollins graduates do receive such grants.

The Graduate Record Examination is not required of all seniors, but the registrar requests transcripts from the graduate schools attended by our students. His office has over 100 transcripts sent by about 50 graduate schools in reply to his inquiries. These transcripts reveal that Rollins students have successfully completed graduate work in the fields of art, biology, biochemistry and chemistry, business administration and economics, education, English, foreign language, government, history, music, philosophy, physics, psychology, religion, sociology and social work, theatre arts, law, medicine, and engineering.

GRADING SYSTEM

The faculty has attempted to promote uniformity in the interpretation of the meanings of grades by the adoptilon and publication of the following statements:

> Grade A is reserved for work that is exceptional in quality, for work showing keen insight, understanding and initiative well beyond the requirements of the course. This grade cannot be earned solely by conscientious preparation of assigned work or by high grades on tests.
>
> Grade B is given for work that is consistently superior, for work that shows interest, effort, or originality that lifts it well above the average. Conscientious preparation of assigned work alone does not merit B; the grade is a recognition of quality.
>
> Grade C is a respectable grade. It is the minimum grade required for graduation. It assumes regular attendance at class, punctuality, consistent preparation of work day by day, and completion in a satisfactory manner of all work required in the course.
>
> Grade D is an unsatisfactory grade. It earns credit but no quality points. It is below the

standard necessary for meeting graduation requirements.

Grade F is failing.

Grade "I," indicating that the work of a course is incomplete, may be assigned only when circumstances beyond the control of the student, such as illness or necessary absence from the campus, have made it impossible for the student to complete the work of the course within the normal period. The student receiving a grade of "I" must complete the work of the course and have a regular letter grade assigned for the course within the next succeeding term of residence in the College. Failure to complete the course within one term will result in the assignment of a grade of "F."

Grade distributions for each term are sent to each faculty member. The distributions for the three terms of 1960-1961 are shown in Fig. 29 as follows:

FIG. 29

DISTRIBUTION OF GRADES, 1960-1961

	A, A–	B+, B, B–	C+, C, C–	D+, D, D–	E	F	I
Fall	420 14%	1075 36%	1047 35%	287 10%	18 1%	111 4%	24 1%
Winter	430 15%	1138 39%	978 33%	236 8%	11 *	114 4%	38 1%
Spring	446 16%	1114 39%	921 33%	256 9%	1 *	85 3%	3 *
Year	1296 14.8%	3327 38.0%	2946 33.7%	779 8.9%	30 0.3%	310 3.5%	65 0.7%

(*less than 0.5%)

ACADEMIC WARNING AND PROBATION

Academic warning and probation are not to be considered as punishment, but are intended to give the student opportunity and encouragement to achieve and maintain good academic standing. In order to protect the academic standards of the college, warning and probation also serve as notice to the student and to his parents or guardian that dismissal may result from failure to improve his academic record.

A student may be placed on academic probation whenever his record endangers his reasonable progress toward a degree according to standards established by the Academic Standing Committee. If in the opinion of the Committee it is in the best interests of the student, a term of academic warning may be substituted for the first term of probation. The Committee considers each student's total record before setting up individual regulations to be followed by the student who is placed on academic warning.

If a student on academic warning does not show satisfactory progress and achievement by the end of the term, he is usually placed on academic probation. A student on academic probation is not in good standing and may not represent the college in extracurricular activities, or operate a motor vehicle, or hold a scholarship. The student may be asked to abide by additional regulations determined by the Committee. A student who has been placed on warning or on probation for unsatisfactory academic standing must complete one term with a satisfactory record after being removed from warning or probation before being eligible for initiation into a fraternity or sorority.

If a student on academic probation does not show satisfactory progress and achievement by the end of the term, he is usually dismissed from the college. A student with a previous record of academic warning or probation who fails to maintain the standards established by the Committee may be placed on probation or dismissed without further period of warning or probation.

A student is ordinarily placed on academic probation under the following conditions:

1. If in any term his academic average for that term is substantially below C–.
2. If at any time his cumulative academic average below C jeopardizes his normal progress toward eligibility for graduation. In applying this condition, a graduated scale is used. A freshman may remain in satisfactory academic standing if his cumulative academic average is slightly below C–; a sophomore slightly above C–; a junior slightly below C; a senior must maintain a cumulative average of C.

A student who fails to attain a satisfactory academic standing after a term of academic probation is considered for dismissal from the college.

As a matter of general policy, the probationary period for a freshman is extended to the end of his first year if such extension appears to be in the best interests of the student. Such consideration, however, is not granted to a freshman whose record discloses a lack of aptitude or a flagrant neglect of work.

A student on academic probation is ordinarily removed from probation if in the next succeeding term he carries a normal academic load and substantially remedies the deficiencies for which he was placed on probation.

During the past three years 98 students have been placed on academic warning, (warning status was not used until 1960-1961), 284 students have been placed on academic probation, 4 students have been suspended for a number of terms, and 109 students have been dismissed from the college for low scholarship. During the past year 18% of the students were placed on warning or probation, and 6% of the students were suspended or dismissed.

The members of the Academic Standing Committee have observed that the academic warning-probation system leads to an improvement in academic standing on the part of a large majority of the students affected.

ADVISORY AND ORIENTATION SYSTEM

An orientation period for new students is held during the week before fall term classes start. Each new student is assigned to a group of about fifteen other new students under the leadership of an upperclassman and the faculty adviser to which the student is assigned. During the week the group meets to discuss the academic and non-academic life of the college, with short talks by the upperclassman and the faculty member, followed by extended question periods.

Each student takes a reading examination and the four STEP tests on natural science, mathematics, social science, and listening. If a student cannot pass a swimming test, he is required to register for swimming as a physical education course. The group makes a tour of the campus and participates in a lecture-tour on the use of the library.

Toward the end of the orientation period each student meets for a one-hour appointment with his faculty adviser to make out the student's schedule for the year.

A program called **How-to-Study Week** was originated by the President of the College, and successfully carried out during the week preceding orientation week in both 1960 and 1961. Predicated upon the easily verified notion that many college freshmen arrive on campus with poor study habits, and subsequently perform below their capabilities, **How-to-Study Week** consists of an intensive five-day period of work. Eight Rollins professors direct the program, which consists of the following:

a) A reading program, including diagnostic reading tests, followed by an intensive speed and comprehension reading course.

b) Intensive work in the area of written and oral English.

c) A course designed to improve both note taking skills and the proper utilization of notes as a study aid.

d) A course in library familiarization and use.

e) Instruction in time budgeting.

f) Two hours of supervised library study each day.

Adequate recreation periods round out a program which has the students at work from 8 A. M. to 7:30 P. M.

The program is limited to 90 students, on a voluntary, first-application basis, who pay $100 tuition for the course.

Follow-up studies on **How-to-Study** for students during the last two years allow one to conclude:

1) The large majority of students who have participated in the program think that it has been of value in helping them get off to a good academic start in their college careers.

2) Analysis of the Predictive Indices and the first year scholastic performances of **How-to-Study** students reveals that the program benefits most those students who came to Rollins with a better-than-average potential but just average secondary school records. The program evidently provides these students with a plan for organizing their study, which allows them to bring their academic performance more into conformity with their academic potential.

The advising of freshmen and sophomores is being carried out under a new plan, started in the fall of 1959. An extensive evaluation of the system is planned for the school year 1962-1963, when the first students who entered under the program will be seniors.

Under this plan a committee of about twenty faculty members provides academic advising for freshmen and sophomores. These faculty members are appointed by the president for a three-year term, often with reappointments. They advise the students during the orientation week and during the school year, and they meet regularly to try to become more proficient in advising. The instructions to the committee include the following recommendations:

1. That the Committee function to integrate the total campus situation for the development of the student's personality and to guide the student toward an integrated academic program for himself.
2. That the Committee meet regularly twice each month to discuss problems, events, policies, and other matters relating to their function. The Committee will jointly make case studies and carry on more-or-less formal studies aimed at bringing the best in the literature and experience in student advisement to bear on the Rollins situation. In this the Secretary will assist by bringing to the Committee digests, summaries, or references bearing on matters which the Committee is or should be considering.
3. That the Committee invite staff members to sit with them for discussion of teaching problems with which the latter should, in the judgment of the Committee, be especially concerned. Resident heads should be considered teachers of deportment, manners, and social development.

The Committee, under the chairmanship of the Dean of the College, is enthusiastic about the possibilities and the early operations of the plan, and, although discouraged by the amount of time required, is hopeful that the plan is developing a superior system of advising.

This year the Department of Psychology inaugurated a program of services to the student including counseling, as well as tests of developmental reading, vocational preference, and others. The student's voluntary participation in this program is often at the suggestion of his faculty adviser. Ninety-two students have been involved in some part of the program so far.

Toward the end of his sophomore year the student chooses a major and, with the advice of his adviser and of his proposed major department, asks a professor to serve as his major professor. The major professor acts as adviser during the student's junior and senior years.

RECOMMENDATIONS

1. We recommend serious attention to the problem of the overall education of the Rollins student. We believe that the present program does not provide proper coherence, integration, and focus for the student's educational program. We support strongly the recent proposal by the Dean of the College for a study and conference on this matter during the next year.
2. The curriculum should be strengthened in the fields of Russian and Far Eastern cultures.
3. For scheduling purposes, we suggest that departments that have five-hour, one-term introductory courses should offer some sections as two-hour, three-term courses.
4. When the program with the Amos Tuck School of Business Administration is over, it should be replaced with another such program.
5. We suggest to the Academic Advisers that they encourage non-science majors to take work in science and mathematics beyond the science requirement for graduation. We suggest to the Science Division that attention be given to the needs of such students for work beyond the elementary level.
6. Replace the present Bachelor of Science degree with the Bachelor of Arts degree for majors in sciences and mathematics.
7. Assign to the faculty of the Conservatory the responsibility and authority for the total curriculum and degree requirements for the Bachelor of Music degree.
8. Create an organization of "major professors" for advising of students during their last two years. Each department should select well-qualified members for the organization, and should train new faculty members in this responsibility.
9. Change the eligibility requirements so that more students may participate in the independent study program.
10. Initiate a program to make better use of a student's reading time during the summer.
11. Eliminate mid-term grades. Encourage the professors to use the new forms for notices to students and parents.
12. Establish a more comprehensive system of records of Rollins graduates, especially of performance in graduate schools.

CHAPTER V

THE LIBRARY

INTRODUCTION

The library is accepted as the most essential feature of a college, and a liberal arts college, such as Rollins, is particularly reliant upon its library. For the "Rollins Plan" of teaching, the library is the common source from which both professor and student make education meaningful. In support of the program of instruction, the library assembles and conserves collections of books and manuscripts, magazines and learned society publications, newspapers, maps, microfilms and microcards, films, film-strips, slides, phonograph recordings, and other audio-visual aids. Mills Memorial Library has a notable library collection and is annually adding significantly to its resources.

LIBRARY STAFF

Description.

A two part description of the library staff of Mills Memorial Library is found below, which gives for each member of the staff a summary of education and degrees, experience, faculty status if any, and library status. The full-time library staff consists of nine persons, described below. Five of these persons are classified as professional staff: the librarian, the catalog librarian, the reference librarian, the head of circulation, the assistant cataloger-assistant in documents. The remaining four members of the full-time library staff are classified as non-professional full-time staff. In addition to the full-time library staff, Mills Memorial Library has a part-time library staff that consists of six persons, who are described in part 2 below. Part 2 does not list part-time student assistants, however. There are nine student assistants; they are chosen with care, and emphasis is placed upon their desire to work in the library.

DESCRIPTION OF THE LIBRARY STAFF,

1961-1962

Part 1

Name: Alice M. Hansen

Education and degree: B.A., Vassar College; B.L.S., Columbia Univ.; Ed.M., Harvard Univ.; Carnegie Institute of Technology.

Experience: Cataloguer, Columbia Univ., 2 years. Reference Assistant in Current Periodicals Department, New York Public Library, 2 years. Senior Assistant, East Orange, N. J., Public Library, 1 year. Teacher Librarian, Norwin-Union High School, Irwin, Pa., 2 years. Librarian, Slipper Rock State Teachers College, Slipper Rock, Pa., 14 years. Librarian, Chatham College, Pittsburgh, Pa., 9 years. Librarian, Rollins College since 1951.

Faculty status: Professor

Library status: Librarian*

Name: Barbara D. Graham

Education and degree: Lawrence College; B.A., Rollins College. Univ. Wisc. Library School, Certificate.

Experience: Librarian, T. B. Scott Free Public Library, Wisconsin Rapids, Wisconsin; Loudoun County Library, Purcellville, Virginia. Catalog Librarian, Rollins College since 1952.

Faculty status: Instructor

Library status: Catalog Librarian*

Name: Letty Morehouse

Education and degree: Wellesley College; Harvard Univ.; Boston Univ.; Columbia Univ.; B.A., Rollins College; M.A., Library Science, Florida State Univ.

Experience: Taught at Northfield School for Girls (Mass.); Mt. Hermon School for Boys (Mass.); Milton Academy (Mass.); Beaver Country Day School (Mass.); Horace Mann Demonstration School at Teachers College of Columbia Univ.; Bay Ridge Country Day School (N. Y.); Hamden Hall Country Day School (Conn.); Dr. Ilse Forrest's School for Exceptional Children (Conn.); Platt School of Individual Instruction (Fla.); evening work in charge of Music Library while student, Wellesley College. Established and supervised Middle School Library, Friends School. Library Assistant and Assistant in Circulation, reference, and exhibitions, Rollins College, 2 years. Reference Librarian, Rollins College since 1956.

Faculty status: Instructor

Library status: Reference librarian*

Name: Olive E. Mahony

Education and degree: N. J. College for Women (Rutgers); N. J. State Teachers College.

Experience: Librarian, Mahwah Free Library, Mahwah, N. J.; Assistant Librarian Ramsey Free Public Library, Ramsey, N. J.; Assistant Librarian, New Brunswick Free Public Library,

*professional staff, full-time

New Brunswick, N. J.; Head of Circulation, Rollins College since 1955.

Faculty status: None

Library status: Head of Circulation*

Name: Lucille Lacey

Education and degree: Randolph Macon Womens College, Lynchburg, Va.; Florida State University; Hunter College.

Experience: Office Manager and Secretary of the Theatre Guild-American Theatre Society, New York, N. Y., 18 years. Code Officer Pan American World Airways, 2 years; Manager, Rollins Bookstore, 3 years; Acquisition Head, Rollins College since 1952.

Faculty status: None

Library status: Acquisitions Head

Name: H. Louise Eberle

Education and degree: Miami University, Oxford, Ohio; Chautauqua Library School.

Experience: Assistant to circulation librarian, Mt. Vernon Public Library; Mt. Vernon, Ohio. Owned and operated gift, antique, and rare book shop, 6 years. Manager, Kenyon College Bookstore, Gambier, Ohio, 4 years. Reference and Circulation Assistant, Kenyon College, 10 years; Assistant Cataloger and Assistant in Documents, Rollins College since 1954.

Faculty status: None

Library status: Assistant Cataloger, and Assistant in Documents*

Name: Lorena Graham

Education and degree: Business and secretarial school.

Experience: Clerical Assistant, Rollins College since 1945.

Faculty status: None

Library status: Catalog typist

Name: Ruby Lee Todd

Education and degree: Normal Diploma and Life Certificate, Muskingum College, New Concord, Ohio; Kent State Univ., Kent, Ohio.

Experience: Assistant to circulation librarian, St. Clairsville Public Library, St. Clairsville, Ohio. Films, Periodicals, and Processing Assistant, Rollins College since 1961.

Faculty status: None

Library status: Films, Periodicals, and Processing Assistant

Name: Dorothy S. Smith

Education and degree: B.A., Rollins College; Oglethorpe Univ.; Institute Allende, San Miguel de Allende, Mexico (summer course); Inter-American Univ., San German, Puerto Rico (summer course); Rutgers Univ. Graduate School of Library Service (summer course); Florida State Univ. (extension course).

Experience: Private secretary to librarian and library assistant, Rollins College, 2 years. Social secretary to Dr. James T. Foster, 3 years. Social secretary to Dr. Elbert K. Fretwell, 10 years. Assistant, Union Catalog of Floridiana, Rollins College since 1955.

Faculty status: None

Library status: Assistant, Union Catalog of Floridiana

Part 2

Name: Winifred Briggs

Education and degree: B.S., Teachers College, Columbia Univ.; M.A., Northwestern Univ.

Experience: Taught at Mt. Allison College (New Brunswick, Canada); Western Reserve Univ.; Salem College (N. C.); Northwestern Univ.; Univ. of Maine; Roycemore School (Ill.); Ferry Hall (Ill.); Medford High School (Mass.); Circulation Assistant, Rollins College since 1959.

Faculty status: None

Library status: (Circulation Assistant, Part time)

Name: Alice Egan

Education and degree: Agnes Scott College; Florida State Univ. Library School

Experience: Circulation Assistant, Rollins College since 1956.

Faculty status: None

Library status: Circulation Assistant

Name: Margaret Holroyd

Education and degree: B.A., Earlham College.

Experience: Staff Member, Evangeline Residence, Salvation Army, Cleveland, 8 years; Circulation Assistant, Rollins College since 1955.

Faculty status: None

Library status: Circulation Assistant

*professional staff, full-time

Name: Anne Linden

Education and degree: B.A., **cum laude,** Northwestern Univ.; Certificate, Graduate Teachers College of Winnetka, Ill.; M.A., Northwestern University.

Experience: Taught in New York and California Public School 4 years. Assistant in Periodicals and Accessions Dept., Stetson Univ., 8 years. Circulation Assistant, Winter Park Public Library 1 year. Circulation Assistant, Rollins College since 1961.

Faculty status: None

Library status: Circulation Assistant

Name: Gladys E. Poole

Education and degree: B.A., Univ. of Minnesota; M.A., Univ. of Minnesota; 90 credits toward Ph.D. at Columbia Univ.; Univ. of Pennsylvania; New York University; Trenton State Teachers College Library School.

Experience: Chairman, Dept. of Psychology, Trenton State Teachers College, Trenton, N. J., 25 years. Volunteer at circulation desk, Borough of Pennington Public Library, Pennington, N. J.; Circulation Assistant, Rollins College since 1959.

Faculty status: None

Library status: Circulation Assistant

Name: Jane Swanson

Education and degree: Diploma, Huntsinger College Secretarial Course; Maryland Institute of Fine and Applied Arts; Boston Council of Social Agencies.

Experience: Secretary to Dr. Allen M. Chesney, Dean of Johns Hopkins Univ. School of Medicine; Secretary and social worker of Maryland Society for Prevention of Blindness; Clerical Assistant, Rollins College since 1953.

Faculty status: None

Library status: Clerical Assistant

Organization.

The organization of the library staff is shown in Fig. 30. The Librarian is subject to the policies and rules of the President and the Board of Trustees of Rollins College. She is directly responsible to the First Vice President, whom the President has delegated as his representative as far as the library is concerned. The librarian has the immediate responsibility for the administration of the library and for the growth and care of the library's collections. In carrying out these functions, she is responsible for the supervision of all members of the library staff. She prepares the annual budget requests for the library and supervises the expenditures of all funds allocated to the library budget. Her duties and the duties of the other members of the library staff are described below.

librarian

- formulating and administering policies, rules and regulations
- as a member of the faculty, participating in the formulation of the educational policies of the college
- maintaining official relationships with the President, Deans and Treasurer
- making contacts with faculty, students and alumni
- preparing and administering the budget
- developing the book collection
- guiding the book selection policies
- preparing reports
- attending conferences and reading professional literature

catalog librarian

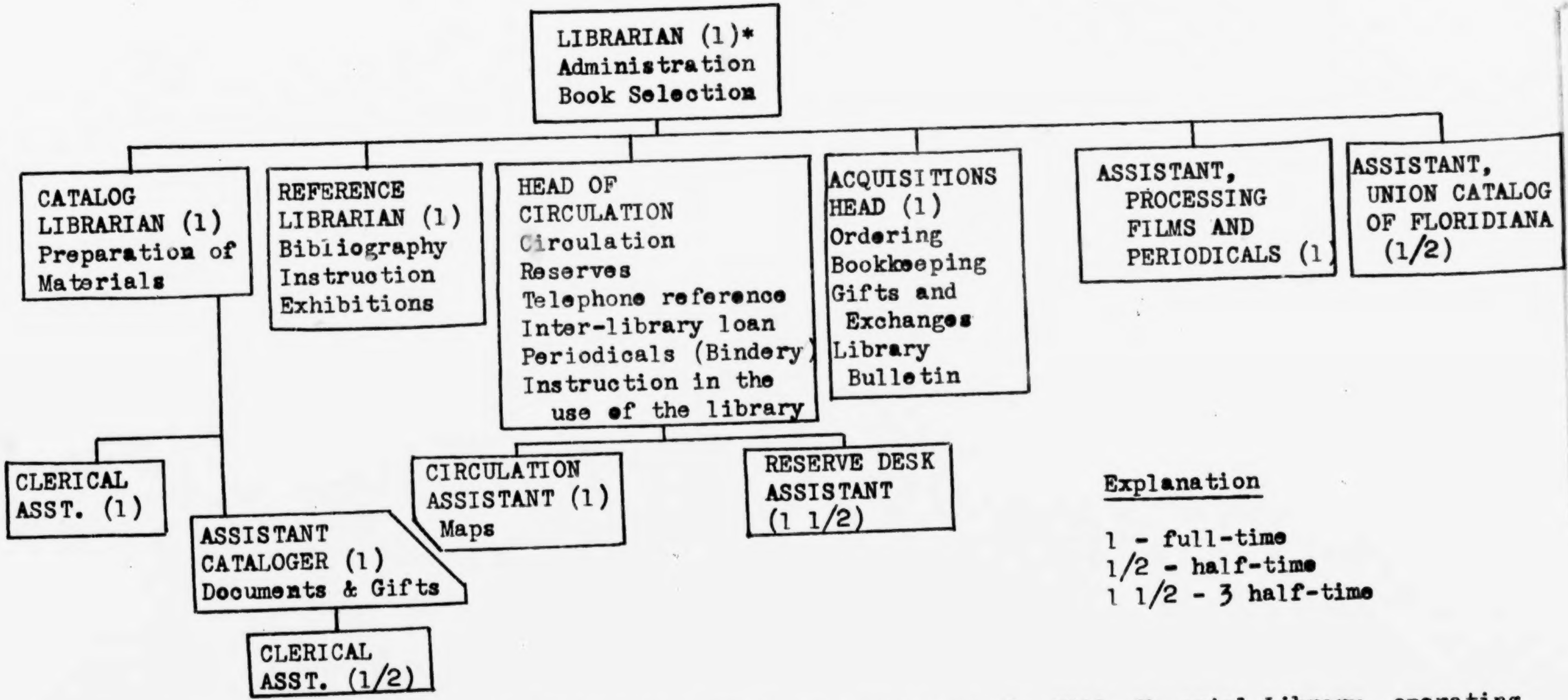
- classifying, cataloging and assigning subject headings
- making master cards and adapting Library of Congress cards
- recataloging when necessary
- developing catalog and cataloging procedure to meet needs of the institution
- searching for catalog information
- maintaining a manual for a catalog routine
- keeping records and statistics
- preparing reports
- attending conferences and reading professional literature

assistant cataloger

- under supervision of catalog librarian to do cataloging, classifying, searching for information, and assisting with the technical work in the department. The assistant cataloger has the additional duty of maintaining and servicing the depository documents collection.

Fig. 30

ORGANIZATION CHART OF MILLS MEMORIAL LIBRARY: RESPONSIBILITIES AND AMOUNT OF PROFESSIONAL AND CLERICAL TIME ASSIGNED TO EACH UNIT
1960-1961


LIBRARIAN (1)*
Administration
Book Selection
CATALOG LIBRARIAN (1)
Preparation of Materials
REFERENCE LIBRARIAN (1)
Bibliography
Instruction
Exhibitions
HEAD OF CIRCULATION
Circulation
Reserves
Telephone reference
Inter-library loan
Periodicals (Bindery)
Instruction in the use of the library
ACQUISITIONS HEAD (1)
Ordering
Bookkeeping
Gifts and Exchanges
Library Bulletin
ASSISTANT, PROCESSING FILMS AND PERIODICALS (1)
ASSISTANT, UNION CATALOG OF FLORIDIANA (1/2)
CLERICAL ASST. (1)
ASSISTANT CATALOGER (1)
Documents & Gifts
CLERICAL ASST. (1/2)
CIRCULATION ASSISTANT (1)
Maps
RESERVE DESK ASSISTANT (1 1/2)

Explanation

1 - full-time
1/2 - half-time
1 1/2 - 3 half-time

* The Department of Archives and Historical Records is located in the Mills Memorial Library, operating under a separate budget and responsible to the Committee on Archives and Historical Records, of which the librarian is a member.

reference librarian

- developing reference procedure and materials to meet the college needs
- consulting the faculty on reference needs in their particular fields
- giving or supervising instruction in the use of the library
- compiling lists and bibliographies
- maintaining a vertical file
- keeping essential records and statistics
- assisting readers in use of books
- preparing reports and memoranda
- attending conferences and reading professional literature
- planning and arranging exhibitions

head of circulation

- laying out and assigning circulation work for members of the staff
- developing circulation procedures to meet needs of the college
- helping readers in use of the card catalog
- keeping informed on needs of faculty members and students, and acquainting them with available material
- supervising work with reserves
- interlibrary loan
- directing work of book shelving and stack maintenance
- making recommendations in matters of circulation policy
- maintaining a manual of circulation routines
- keeping essential records and statistics
- preparing reports
- preparing work schedules for members of the staff
- reading professional literature and attending conferences
- handling overdues
- preparing periodicals for the bindery
- taking inventory
- filing cards in public catalog
- instruction in the use of library

order librarian

- developing order procedure to meet needs of institution
- ordering books, other printed materials, maps, phonograph records, etc.
- obtaining order data from bibliographies
- handling orders and shipment
- handling acquisition and disposition of gifts
- checking bibliographies, auction and second-hand catalogs
- accessioning books, etc.
- ordering Library of Congress cards
- reading and appraising books and other material, and making recommendation for their acquisition
- maintaining a manual of order routine
- supervising and maintenance of essential records and statistics
- preparing new accessions and duplicate and exchange lists
- reading professional literature
- administering funds within limits of book budget

periodicals assistant, films, processing

- handling mail routine
- supervising marking, book-plating and other processing
- mending and repair
- maintaining the film circulation records file
- keeping equipment in good condition
- taking inventory of audio-visual materials
- preparing stencils for mimeographing
- keeping essential records and statistics
- preparing reports

catalog typist

- typing and adapting Library of Congress or other cards from copy supplied
- typing book pockets, book cards, and book plates
- shelf listing
- general typing as needed

assistant, Union Catalog of Floridiana

- typing cards for catalog, editing and filing
- maintaining and servicing the Florida Vertical File
- keeping statistics and making monthly and other reports
- giving reference assistance in special field of Floridiana

student assistants

Nine students assistants are employed in the library for an average of ten hours each per week. Four work in the circulation department, shelving books and issuing, renewing, and receiving books; two have assignments as projectionists in the audio-visual program but do processing and mending of books on occasion; two assist the reference librarian in typing and reading shelves in the reference room; and one is assigned to shelving of government documents.

Qualifications.

Standard Nine of the Southern Association of Colleges and Secondary Schools states: "In order to insure faculty-library cooperation and high quality of library service, the librarian and other members of the professional staff should be well qualified academically, professionally, and personally, and they should have faculty rank, comparable salaries, and privileges" (December 3, 1959, p. 11). With regard to professional qualifications, the American Library Association Standards for College Libraries (Revised, 1959) defines the professional librarian as "one holding a graduate library degree." Of the five members of the Mills Memorial Library full-time library staff classified as professional staff (Table 1), only three hold a graduate library degree. With regard to personal qualifications, faculty and student replies on a questionnaire distributed by the sub-committee leave little doubt that the members of the library staff are unusually well qualified in personality and character.

Rank, privileges and salaries.

Of the five members of the full-time library staff who are classified as professional staff, only three hold faculty rank, and of these three, two hold the rank of instructor only. Privileges of the professional members of the library staff with faculty rank are comparable to those of other faculty members at Rollins College. Fig. 31 compares the library staff salaries at Rollins College in 1958-59 and 1961-62 with the median salaries for colleges in Group V for 1958-59, the latest date for which median salaries are available. Group V is composed of privately supported, degree-granting colleges with enrollments between 500 and 1,000. For 1958-59, the librarian's salary was only slightly below the median, but the other library staff salaries averaged about 25% below the median. For 1961-62, the salaries of the library staff at Rollins College show much improvement. The Librarian's salary is now well above the median, and the gaps between the other library staff salaries and the median have been reduced. It must be remembered, however, that the median figures are for 1958-59; the median figures for 1961-62 will be somewhat higher. Data for salaries of other faculty members at Rollins College are not available, but the figures given in Fig. 31 indicate that continued efforts to increase library staff salaries are imperative if the quality and effectiveness of the library are to be improved.

Evaluation.

In an effort to evaluate the efficiency and effectiveness of the library staff, questionnaires were sent to faculty members and members of the administration, all members of the library staff, and to one tenth of the student body. Every tenth student in the alphabetical listing of the student body received a copy of the questionnaire. Of 80 questionnaires sent out to faculty members and members of the administration, 47 questionnaires were returned. Of 16 questionnaires sent out to the library staff, 16 questionnaires were returned. Of 80 questionnaires sent out to students, 47 were returned. More than half of the members of the faculty and administration who replied felt that the efficiency and effectiveness of the library staff were very good. However, more than half also felt that the library staff could further contribute to the educational program at Rollins, particularly in the reference department. At present, Mills Memorial Library has only one reference librarian. She is assigned to reference work for 37 hours, and the other 3 of her 40 hours are at the circulation desk for a Saturday, a Sunday, or an evening. The library is open 70 hours each week, and for 43 of these hours, no trained person is on duty in the reference room. During the 37 hours that the reference librarian is assigned to reference work, moreover, various tasks (such as preparation of exhibitions and making hourly counts of the number of people in the stacks) require much absence from the reference room. The answers to questionnaires also indicated the desirability of employment of a second trained reference librarian and transfer of extraneous duties (such as exhibitions and hourly counts) to other members of the library staff. Other ways in which members of the faculty and administration felt that the efficiency and effectiveness of the library staff could be improved included: (1) less emphasis on serving the community and more emphasis on serving the college, (2) additional orientation of freshmen and other students in use of the library, and (3) improvement of the collections by eliminating unneeded material and by overhauling the catalog.

Two thirds of the students replying to the questionnaire felt that the efficiency and effective-

Fig. 31

LIBRARY STAFF SALARIES AT ROLLINS COLLEGE IN 1958-1959 and 1961-62 COMPARED WITH MEDIAN SALARIES FOR COLLEGES IN GROUP V FOR 1958-1959

	LIBRARIAN	DEPARTMENT HEADS			ALL OTHER PROFESSIONAL ASSISTANTS			ALL NON-PROFESSIONAL ASSISTANTS		
		Highest	Lowest	Number	Highest	Lowest	Number	Highest	Lowest	Number
Rollins College 1958-1959	$5,060.	3,290.	3,150.	2	3,032.	2,777.	2	1,961.	1,850.	4
Median for Colleges in Group V 1958-1959	$5,500.	4,600.	4,300.	2	4,000.	3,600.	1½	2,700.	2,148.	2
Source: College and University Library Statistics, 1958/59, (Group V): College and Research Libraries, Vol. 21, no. 1, January, 1960.										
Rollins College 1961-1962	$7,000.	4,200.	4,100.	2	3,385.	3,065.	2	2,820.	2,042.	4

ness of the library staff were "quite good" to "very good." By far the most common suggestion was to strengthen the reference department. Other suggestions included: (1) sterner enforcement of library regulations, particularly the quiet rule, (2) courses in library science, and (3) encouraging students to use the library by distribution to the students of mimeographed sheets listing recently acquired books, by book reviews in the **Sandspur,** and by special reading programs and exhibits featuring an author and his work or a special field of interest.

The library staff was about equally divided in describing its efficiency and effectiveness as "just average," "quite good," and "very good." The most common suggestion was to add more trained librarians; ideally, major curriculum areas (such as English, history, and science) should be represented by staff members who have had special training in these areas. More than 80 per cent of the members of the library staff felt that the library staff could contribute further to the educational program at Rollins. They cited in particular the present lack of communication and cooperation between the library staff and the faculty.

RESPONSIBILITIES

Mills Memorial Library has many responsibilities beyond the receiving and distributing of books and periodicals. These responsibilities are listed above on pp. 141-144.

Library handbook.

A handbook for Mills Memorial Library was published in the fall in 1961. In addition to giving the library hours, regulations, and floor plans, the handbook describes the card catalog and system of classification, the collection, and the special facilities of Mills Memorial Library.

Audio-visual program.

The audio-visual services are not limited to any one area of the library. All graphic materials, such as maps, charts, globes, pictures and objects lend themselves to use in reading room areas. Mills Memorial Library has a maps room near the reference room, but art plates and pictures are stored in cases in the stacks. Three listening rooms in soundproof areas, separated from the Exhibition Hall area by glass partitions, house record players. The recordings are stored behind the reserve desk. This desk also services microcard material for use on the microcard reader in an alcove off the browsing room. In the basement of the library an air-conditioned projection studio, seating 56 persons, provides for the projection of 16mm sound motion pictures, film strips, and slides. Adjoining this is a large room equipped with shelves, metal cabinets for storage of projection equipment and materials, and work space for processing, inspections, and repairs.

Budgets for the purchase of maps, slides, film strips, and phonograph recordings are included in the general library budget. Rental of films from the film library makes the servicing of the films (most of which are on a depository basis) self-sustaining and each year cares for needed supplies. A clerical member of the library staff supervises the film library, preparing a catalog of holdings, making an inventory of slides and film strips, and arranging for the use of the projection studio. Inspection and repair of used films are done by the student projectionists. Maps and charts are cataloged by an assistant on the library staff under the supervision of the consultant on maps. The growth of this collection has averaged more than 400 maps per year since 1951. Phonograph recordings are purchased by the order librarian, cataloged by the catalog librarian, and serviced at the reserve desk. The library's growing collection of phonograph recordings currently numbers 1,316.

Photo copying service.

A Thermo-Fax copying machine was acquired in September, 1961, to meet the demand that the library provide a photostat service. The machine copies book material as well as flat sheets, and it is available for use by faculty and students for a small fee.

Typing room.

A typing room is available to faculty and students and may be used by asking at the circulation desk to have the door unlocked.

Faculty studies.

Faculty studies on the five stack levels are assigned to faculty members engaged in writing and research. Applications for their use are made to the librarian.

Archivist. See the section of this report on Special Activities.

COLLECTIONS

Book and periodical collection.

Mills Memorial Library has a book and periodical collection of more than 113,000 volumes, which is a larger collection than that found in most small liberal arts college libraries. Replies to the questionnaire indicate that this collection reflects and supports the purpose and educational aims of Rollins College. Almost 90% of the faculty members who replied to the questionnaire felt that the collection was "average" to "very good" in comparison with the collections in other small liberal arts college libraries. Those faculty members who considered the collection below average may have been comparing it with larger college libraries they have known. The reference collection meets the current needs of faculty and students, but with expansion of courses leading to the master's degree, additional reference material will be required. The library receives 400 current periodicals, which give adequate coverage to all fields included in the college curriculum. The number of current periodicals in each department is as follows:

Art	18
College Publications	21
Theatre Arts	12
Economics	32
Education	29
Indexes	9
Languages	
General	7
French	3
German	1
Spanish	3
Library Periodicals	9
Music	9
Newspapers	16
Health and Physical Education	19
Philosophy	8
Political Science	38
Literary Periodicals and Political Reviews	30
Science	
Astronomy and Meteorology	1
Astronautics	2
Aviation	1
Biology	8
Botany	6
Chemistry	17
Engineering	10
Geology	1
Mathematics	2
Physics	9
Natural History and Nature Studies	13
General	8
Total	400

Weaknesses in the collection.

Almost 80% of the faculty members and students who replied to the questionnaire found no particular weakness in the library holdings. One faculty member wrote that if there were weaknesses in a particular field, it was largely the fault of the department concerned. Budgets are allocated to all departments for the improvement of the quality and holdings in their specific areas, and even a limited budget would correct an outstanding lack. Weaknesses in the collection cited by faculty members included incomplete periodical files, lack of current book and periodicals in various fields, and lack of older files of periodicals for research. Weaknesses in the collection cited by students included lacks in scientific holdings, new fiction, modern European authors in English translation, and current reference material. The demand for more current recreational reading is met in part (when the budget allows), by purchases of recreational books (both fiction and non-fiction) that have permanent value, and in part by a rental library (located near the main desk) that offers supplemental current literature. However, the needs for more current books and periodicals and for expensive items to fill incomplete periodical files remain.

Weaknesses in library services.

Approximately 75% of the faculty members and students who replied to the questionnaire found no particular weakness in library services. The following suggestions were made for the improvement of library services; following each suggestion is the reason (in parentheses) for the present library policy:

1. Students should have access to bibliographic materials such as the U. S. Catalog, the Cumulative Book Index, and the Library of Congress Author Catalog. (These are shelved in the Catalog Room, but they may be used by students as well as faculty whenever necessary.)

2. Faculty should have access to all periodicals. (All the bound periodicals are kept on open shelves, but unbound newspapers and periodicals are serviced by the librarians to avoid loss of materials due to misfiling.)

3. Overdue notices should be sent sooner; fines should be smaller. (Books are due in the library the second Thursday after checking out. The student has the responsibility of making a check on Wednesday night of all library books, thereby avoiding the comparatively stiff fine of five cents a day for each over-due book. The library endeavors to encourage a sense of responsibility in students by this method.)

4. A longer borrowing time should be granted for books used in the writing of term papers. (The library has a renewal system which permits a student to keep books for six weeks. A longer borrowing time is impractical because book losses result.)

5. There should be a system of recall for the temporary use of a book. (There is such a system. The librarian sends out a form card that states: "Needed for reference. Please return." However, as long as students and faculty members fail to cooperate, the system will not work effectively.)

6. The library should stay open from 5 to 7 P. M. (At one time the library was open from 5 to 7 P. M., but very few people came in; frequently there were no users. If and when the demand is great enough, the library will be kept open during these hours.)

Procedure used by faculty for requesting new materials.

Faculty members may order books for their departments through the order librarian at any time. In addition, every member of the faculty receives a mimeographed letter from the order librarian in April of each year asking that book requests for fall term be sent in by June 1 with the following information: author's name in full, title of book, publisher, date of publication, and price. Attached to the mimeographed letter is a list of periodicals in the library, and faculty members are requested to advise the order librarian if they recommend any changes in the department's subscriptions. Several departments do not order any books, although they have a budget and there is plenty of new literature in their fields. The Librarian is forced to choose books for these departments herself.

Procedures used by librarians for acquiring materials.

Books are ordered four times in the year from the lists of book requests submitted by faculty. Books are ordered in June for the fall term, in September for **new fall term** courses, in November for the winter term, and in February for the spring term. Book requests are searched in bibliographical sources when information given by the faculty is incomplete, and the lists are checked for duplication before the books are ordered. The faculty is notified when new books are available, and departments are informed periodically of the amount of money left in their budgets, so that additional books may be ordered. Three times a year a list of recent acquisitions is prepared by the acquisitions department and distributed to the faculty and to the resident heads, who post the lists in the dormitories. A typical list of fall, 1961, gives 578 titles and publication dates (the majority in the 1950's and 1960's) in these fields:

reference, 40
philosophy & religion, 31
language, 11
science, 136
fine arts, 79
social sciences & education, 66
literature, 62
history & travel, 49
biography, 30
fiction, 16
Floridiana, 42 (all fields)
Hispanic Institute, 16

Procedure used by librarians for discarding holdings.

In 1955-56 a large segment of the books in Mills Memorial Library was changed from Library of Congress to Dewey Decimal classification, and at that time 800 volumes were discarded, chiefly out-of-date books in the field of science. Since 1956 only two or three hundred books have been discarded annually, usually because of a new edition superseding an older one. As a result, many out-of-date books have accumulated on the library shelves, and a weeding of these out-of-date books is long overdue. The library staff cannot do this weeding alone, partly because it does not have the necessary personnel, and partly because library decisions might not always coincide with departmental decisions.

ALLOCATION OF FUNDS

Allocation to departments.

Allocation of funds to the various departments assures the librarian of the cooperation of specialists in the several fields in building up the basic book collection in support of the college's educational program. Of the library budget for books, 75% is allocated among the departments as follows: one-third equally among departments and two-thirds on the basis of student enrollment, number of instructors, departmental use of library resources, relative expense of publications, and average expenditures over the past few years. The remaining 25% of the library budget for books is retained by the librarian in a general fund to cover the need for general reference books, general continuations, recreational reading, duplicates, replacements, and special items which are too costly for any one department to purchase from its allocation. The allocations made from the budgeted $8,000 book fund for 1961-62 are as follows:

Department	**Allotment**
Administration	$100.00
Anthropology and Sociology	150.00
Art	300.00
Biology	200.00
Chemistry	300.00
Business Administration and Economics	350.00
Education	150.00
English	350.00
Floridiana	100.00
Geography	100.00
Geology	100.00
Government and Politics	150.00

Hispanic Institute (Bowers Fund) Spanish book	400.00
History	350.00
Mathematics	100.00
Modern Languages	200.00
Music	250.00
Philosophy	200.00
Physical Education	50.00
Physics & Astronomy (undergraduate)	200.00
Psychology	150.00
Religion	100.00
Speech and Theatre Arts	250.00
General Fund (Librarian)	300.00
Reference Books (Librarian)	1,200.00
Replacements (Librarian)	100.00
Graduate Program in Physics	500.00
Graduate Program in Business Administration	500.00
Graduate Program in Teaching	500.00
Total Book Budget	$8,000.00

During the past decade, retrospective buying has been financed by special grants from interested donors.

Periodicals.

The single budget for all periodical subscriptions has been increased in line with increasing costs; for 1961-62 this budget amounts to $2,200. Choices of periodicals and changes in subscriptions may be made by the departments each fall, but allotments are not made to individual departments from this budget. Filling in gaps in periodical runs has generally been financed by special gifts and funds. The Sigma Xi Club of Rollins College contributed approximately $500 several years ago to purchase volumes 10, 11 and 12 of **Chemical Abstracts** and the magazine's **Decennial Indexes,** 1907-46; $300 from a special endowment fund last year purchased back runs of the **Yale Review, Bird Lore, North Carolina Historical Review** and **Geographical Review;** and the Tudor Foundation, during the spring of 1961, made a grant of $150 for the purchase of economics periodicals.

Special Collections.

Mills Memorial Library has several special collections: the Hispanic Institute Library has an endowment of $13,806 in its Jennie Bowers Fund; the William Sloane Kennedy Fund for the purchase of Whitmaniana has $14,992; Floridiana has an annual allotment of $100; and Frankliniana has an endowment of $1,000. Other special collections include the Rare Books Collection, The Poetry Collection of Jessie B. Rittenhouse, the Annie Russell Theatre Collection, The Constance Fenimore Woolson Collection, The Special Oriental Books Collection, the Rollins Collection, and the Autographs and Manuscripts Collection.

USE OF LIBRARY

Study of circulation.

A recent study of the circulation of books in Mills Memorial Library reveals the following trends in per capita use of the library by faculty and students:

Student use of library

Year	Student enrollment	Circulation of books to students at main desk	Per capita use
1958-1959	671	14,710	21.9
1959-1960	680	14,999	22.0
1960-1961	812	17,870	22.0

Year	Student enrollment	Overnight circulation of books to students at reserve desk	Per capita use
1958-1959	671	15,358	22.9
1959-1960	680	13,313	19.6
1960-1961	812	10,688	13.2

Faculty use of library

Year	Number of faculty*	Circulation of books to faculty* at main desk	Per capita use
1958-1959	81	3,508	43.3
1959-1960	90	2,514	27.9
1960-1961	89	2,317	26.0

*includes members of administration

Over the past three years, per capita circulation of books to students at the main desk in the library has remained constant, while per capita overnight circulation of books to students at the reserve desk has decreased notably, in spite of the fact that each year the academic quality of the students improves. Since overnight circulation of reserve books to students is directly controlled by classroom assignments, faculty members are clearly making less and less use of the reserve desk in their teaching methods. Use of the reserve desk is an important part of the education of the student in the use of a library. Accompanying the decrease in overnight circulation of reserve books to students is an alarming decrease in the per capita circulation of books to faculty members at the main desk. This is particularly disturbing since the library is generally considered to be essential to the educational program and to the intellectual life of the campus.

Other trends in library use are more encouraging. The total circulation at the main desk increased during 1960-1961 by almost 3,000 books. This figure includes service to more than 500 townspeople, evening students, complimentary registration holders, paid registration holders, and Winter Park High School students. The number of people using the library is also on the increase. Each hour a count is made of the number of people using the carrells, the reference room, and the periodicals room. The total count for 1960-1961 increased by almost 7,000 over the previous year despite the fact that the count was not taken for six weeks while the reference librarian was ill.

Evaluation of use.

Faculty members, members of the administration, members of the library staff, and the students themselves all feel that the students do not take full advantage of the library for classwork, for independent reading and research, or for recreational reading. The stimulus for increased use of the library by the students must come from the faculty.

Faculty members and members of the administration attributed the decreasing use of the library by the faculty to a lack of time for reasons such as heavy teaching schedules, grading papers, student counselling, committee meetings, reports, extracurricular college activities, and family responsibilities. Members of the library staff attributed decreasing faculty use of the library to a lack of interest in the library as well. Some faculty members never use the library and are totally unfamiliar with library holdings in their own departments. Results of answers to the questionnaire indicate that 41% of the faculty were not sufficiently interested in the library to take time to reply.

LIBRARY COMMITTEE

Organization.

Mills Memorial Library operates with the assistance of the Faculty Library Committee, appointed by the President of the College. Appointments are made for three years. The Library Committee for 1961-63 is composed of the following members:

Mrs. Hansen (ex officio)	librarian
Mr. Hanna (ex officio)	First Vice President
Mr. Stock (1962)	English
Mrs. L. Gleason (1963)	foreign language
Mr. Wavell (1964)	philosophy and mathematics

The librarian is a member of the Library Committee and serves as its chairman. The organization of the Library Committee is good in that it consists of both senior and junior faculty members and in that the members have a demonstrated understanding of library problems. A weakness of the organization of the Library Committee for 1960-61 was that certain members lacked a willingness to take a genuine interest in the collections beyond those pertaining to their own departments.

Activities.

Ideally the Library Committee should be advisory in nature and give counsel to the librarian, particularly with regard to the development of book collections and the improvement of library service. If necessary, the Library Committee should interpret the problems and policies of the library to the faculty. The Library Committee met only twice in 1960-1961 and one of the three members of the committee never attended a meeting.

LIBRARY EXPENDITURES

Library expenditures for last five years.

The following table shows library expenditures during the past five years for each of the following: salaries, books, periodicals, binding, supplies and equipment, total for library services, and the percentage this was of the total educational and general budget of the college for the year, as well as the expenditure per full time student.

	1956-57	1957-58	1958-59	1959-60	1960-61
Salaries	$30,903	$29,523	$ 29,163	$ 29,377	$ 30,678
Books	4,570	4,130	5,340	5,108	5,903
Periodicals	1,358	1,551	1,648	1,819	2,332
Binding	714	642	691	810	736
Supplies	1,616	1,592	1,075	1,357	1,497
Equipment	30	668	347	65	373
Total Library Budget	39,191	38,860	39,246	39,257	41,303
Rollins Educational and General Budget	882,700	977,857	1,188,700	1,237,860	1,336,133
% Library Budget is of Rollins Ed. and Gen. Budget	4.44%	3.97%	3.74%	3.17%	3.09%
Expenditure per full time student	63	56	56	55	50

The American Library Association standard for a program of first rate library service requires the expenditure of a minimum of 5% of the total educational and general budget, and if the institution offers studies at the Master's level, the percentage must be higher. For 1960-61, the budget of Mills Memorial Library was only 3.09% of the total educational and general budget of the college. The Southern Association of Colleges and Secondary Schools recommends that the minimum annual expenditure per full time student for books, periodicals, binding, supplies, and staff salaries be $30. The figures in the above table (published under "College and University Library Statistics" in the January issue of **College and Research Libraries)** indicate that for 1960-1961 the annual expenditure per full time student at Rollins College was $50. These figures omit extension students, however; if Rollins extension students are included, the annual expenditure per student will drop to $20, which is below the recommended minimum annual expenditure.

Changes in 1961-1962 library budget.

The 1961-1962 Salary Budget was adjusted upward on June 8, 1961, following recommendations made for increases by the First Vice President. The total for salaries for 1961-1962 will be $38,107, an increase of 24% over the $30,678 spent in 1960-1961. With the addition of a third graduate program, Master of Arts in Teaching, the Book Budget for 1961-1962 has been increased 23% from $6,500 in 1960-1961 to $8,000. In line with increasing costs of periodicals, the Periodicals Budget for 1961-1962 has been increased 7% over 1960-1961. The anticipated total library budget for 1961-1962 will be $51,774, an increase of 25% over 1960-1961.

Projected expenditures for next five years.

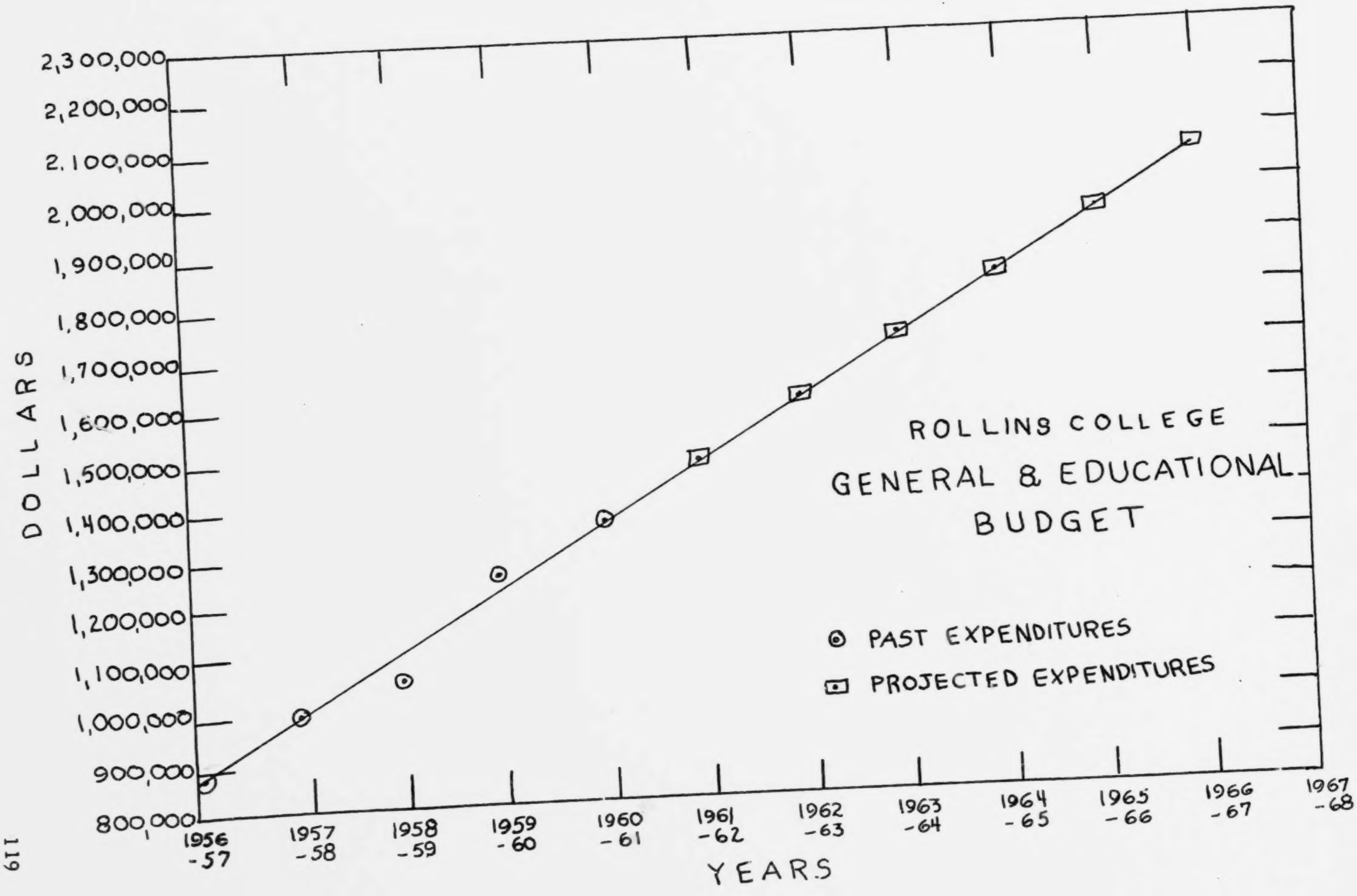
Fig. 32 is a graph that projects the general and educational budget of Rollins College for the next five years, assuming that the rate at which the budget has increased for the past five years continues in the future. The figures represented on the graph are as follows:

1961-1962	$1,460,000
1962-1963	1,580,000
1963-1964	1,690,000
1964-1965	1,810,000
1965-1966	1,930,000
1966-1967	2,060,000

The library budget of $51,774 for 1961-1962 will be 3.54% of the projected general and educational budget for 1961-1962, a definite improvement over the 1960-1961 percentage of 3.06%. In order to bring library expenditures up to the American Library Association's minimum by 1966-1967, the Library Subcommittee recommends that the library budget be increased by equal increments each year over the next five years. During the next five years, therefore, library budgets will have to be as follows:

1961-1962	$ 51,774
1962-1963	62,019
1963-1964	72,264
1964-1965	82,510
1965-1966	92,755
1966-1967	103,000

Fig. 32


ROLLINS COLLEGE
GENERAL & EDUCATIONAL
BUDGET
⊙ PAST EXPENDITURES
⊡ PROJECTED EXPENDITURES
DOLLARS
2,300,000
2,200,000
2.100,000
2,000,000
1,900,000
1,800,000
1,700,000
1,600,000
1,500,000
1,400,000
1,300,000
1,200,000
1,100,000
1,000,000
900,000
800,000
1956 -57
1957 -58
1958 -59
1959 -60
1960 -61
1961 -62
1962 -63
1963 -64
1964 -65
1965 -66
1966 -67
1967 -68
YEARS

LIBRARY BUILDING

Description.

The new Mills Memorial Library building was occupied in the fall of 1951. Presented through the generosity of the Davella Mills Foundation, the spacious T-shaped building of Mediterranean architecture has two main floors in the public area, a large basement, and a five-level, all steel, air-conditioned book stack with a capacity of 150,000 volumes. The physical plant affords excellent fluorescent lighting (recessed fluorescent in the reading rooms, circulation hall, and work rooms; suspended fluorescent in the bookstack area and basement area; and an individual fluorescent fixture for each carrell) good ventilation, comfortable and functional furnishings, and acoustic tile ceilings in reading and work rooms. Reading rooms and individual study desks, seating 350 persons, are available on both floors. The building provides an unfinished floor for future expansion, large workroom and administrative quarters, a separate reference room, map room, typing room, areas for studying together and for listening to records, a browsing room and periodical room furnished with comfortable lounge-type chairs, a microfilm and microcard reading room, a 56-seat projection studio, and an exhibition hall for examining displays designed to stimulate the curious and to exploit the library's resources.

Adequacy.

Of the members of the faculty and library staff who replied to the questionnaire, 44 considered the library building adequate for present needs, and 12 considered it inadequate in certain respects. The library staff recommended (1) that the unfinished 6th tier of stacks be properly lighted, stacked, and air-conditioned for expansion to relieve present crowded areas and to preserve the college archives; (2) that reshelving of the bound periodicals and unbound issues of periodicals be considered for more convenient servicing of them; and (3) that additional space as well as map cases be made available for the storage and use of the growing Maps Collection.

Departmental and branch libraries.

At the time the new building was dedicated in 1951, several departmental libraries (art, science, and music) were incorporated in the centralized Mills Memorial Library. The Conservatory of Music kept under its control only sheet music and scores. The Faculty Library Committee voted in 1958 to set up, on a trial basis, a dormitory library in the new girls' dormitory, Elizabeth Hall. Three dormitory rooms were each equipped with an unabridged dictionary, a Webster's **Geographical Dictionary,** and a one-volume encyclopedia. Books for these library rooms were selected from Mills Memorial Library duplicates. Though not under control of the central library, the resident head of Elizabeth Hall has reported increasing use of the reference books and books for recreational reading, and she has requested additions to the collections annually.

RECOMMENDATIONS

1. Library staff.

Improve the quality of the full-time professional library staff by filling future vacancies with professional librarians and by encouraging and assisting those members of the present professional library staff who are not professional librarians to do the graduate work necessary either to qualify them as professional librarians, or to increase their effectiveness in their respective positions. Improve faculty-library cooperation by giving faculty rank to all members of the full-time professional library staff who are academically and professionally qualified, by handling promotions of members of the library staff considered as professional staff in the same manner as promotions of other members of the faculty, and by continuing efforts to increase salaries to levels comparable with the median salaries for the same positions in other colleges in Group V. Increase the efficiency and effectiveness of the library staff by employing a second trained reference librarian, by transferring extraneous duties from the reference librarian to other members of the library staff, and by promoting increased communication and cooperation between the library staff and the faculty.

2. Collections.

Augment the book and periodicals collection with additional reference material, more current books and periodicals, and expensive items to fill in incomplete periodical files. Encourage students and faculty members to return books recalled for temporary use in the library so that the recall system will work more effectively. Strengthen the quality of the library holdings by encouraging all faculty members to cooperate with the librarian in selecting books for their departments, and by encouraging each department to check the holdings of its departments with standard lists and to give the librarian a list of those books to be discarded or placed in storage so that out-of-date books can be weeded from the library shelves.

3. Use of library.

Request faculty members to encourage increased student use of the library by more effective teaching methods and by overnight assignments in reserve books. Encourage faculty members themselves to take more interest in the library and to make greater use of this vital educational resource.

4. Library Committee.

Increase the effectiveness of the Faculty Library Committee by choosing members for their willingness to take a genuine interest in the collections beyond those pertaining to their own departments, by taking care that the Humanities, the Social Sciences, and the Natural Sciences are always represented on the Library Committee, and by encouraging more vigorous action by the Library Committee in the face of the many problems that confront it.

5. Library expenditures.

Bring library expenditures up to the American Library Association minimum ratio of 5% of the total college educational and general expenditures by 1966-67 by increasing the library budget by equal increments each year over the next five years.

6. Library building.

Increase the adequacy of the library building by (1) proper lighting, stacking, and air-conditioning of the unfinished 6th tier of stacks for expansion to relieve present crowded areas and to preserve the college archives, (2) by reshelving of the bound and unbound issues of periodicals for more convenient servicing of them, and (3) by adding additional space and map cases for the storage and use of the growing Maps Collection.

CHAPTER VI

THE FACULTY

DEFINITION AND EVALUATION OF THE FACULTY

Scope of the Report

This report is an evaluation of the training, experience, morale, and effectiveness of the **teaching** faculty of Rollins College. It is concerned only with those faculty members who are connected with the college as participants in the curriculum leading to a bachelor's degree, according to the requirements of graduation listed on pages 40-45 of the 1960-61 Bulletin (July 1960). Teachers in the Graduate Programs and Community Course Program are **not** included.

This section outlines the various categories into which the faculty of the college has been divided for the purposes of this Self Study.

Faculty Defined

According to the Rollins College Faculty By-laws (June, 1961), the following possess all of the rights and privileges accorded to faculty members:

1. Teachers engaged by the college at a stated salary who are teaching regularly scheduled courses as part of the Rollins curriculum for which credit is given toward a degree.
2. Librarians of faculty rank.
3. Athletic coaches who are academically and professionally qualified.
4. The following administrative and executive officers:
   President
   Dean of the College
   Dean of the Chapel
   Registrar
   Vice-President
   Treasurer
   *Dean of Men
   Dean of Women
   Dean of Admissions
   *Director of the Conservatory
   The Librarian
   *Director of the Annie Russell Theatre
   *Director of the Museums
   *Director of Athletics

*Individuals in these positions were classified as either full or part-time teachers during the fall term 1960-1961.

Listing of the Faculty

Appendix A gives the complete list of 91 active faculty members for the fall term 1960-61. This was supplied by the office of the Dean of the College. It includes the following: name, academic rank, tenure, and highest earned degree. In addition, each person has been designated as belonging to one of the categories noted below.

FIG. 33

CLASSIFICATION OF ACTIVE FACULTY

(a)	Administrators, non-teaching	6
(b)	Administrators, part-time teaching	5
(c)	Full-time teachers	67
(d)	Full-time employment, part-time teaching	5
(e)	Part-time employment as a teacher	4
(f)	Librarians	4
	Total	91

The column on the right indicates the number in each of the categories. The terminology which is used in this report for the various possible groupings of faculty and administration is as follows:

Full-time teaching faculty: (c)	67
Full-time faculty: ((c) plus (d) plus (f))	76
Teaching faculty: ((c) plus (d) plus (e))	76
Teaching staff: ((teaching faculty) plus (b))	81
Part-time teachers: ((b) plus (d) plus (e))	14
Voting faculty: All except certain (e)*	89

The column on the right again indicates the number in each of the categories. Unless otherwise specified, all of the statements which follow in this report refer only to the full-time teaching faculty.

*Faculty members engaged for part-time teaching do not vote until their second term of teaching. Teachers engaged only for off-campus or special courses are considered non-voting members of the faculty.

Summary of Faculty — Fall Term 1960-61

During the fall term 1960-61 there were 91 listed members of the Rollins faculty. Of these 11 were administrators (five taught part-time), 9 were part-time teachers, and 4 were librarians. This left 67 full-time teaching faculty and 14 part-time teachers. The following figures (34-38) refer to the 67 full-time teachers.

FIG. 34

DISTRIBUTION IN RANK (1960)

Rank	Number of Faculty
Professors	20
Associate Professors	14
Assistant Professors	15
Instructors	18
Total	67

There were 34 faculty members on tenure and 33 who were not on tenure.

FIG. 35

DISTRIBUTION IN AGE (1960)

Years	Number of Faculty
25-29	6
30-34	11
35-39	10
40-44	5
45-49	7
50-54	10
55-59	7
60-64	10
65-69	1
Total	67

FIG. 36

DISTRIBUTION IN EXPERIENCE (1960)

Number of Years at Rollins (Fall Term 1960)	Number of Faculty
0 (New)	14
1 – 2	10
3 – 5	8
6 – 10	12
11 – 15	5
16 – 20	4
21 – 25	5
26 – 30	6
Over 30	3
Total	67

FIG. 37

DISTRIBUTION IN EARNED DEGREES (1960)

Degree	Number of Faculty
Doctor's Degree	28
Master's Degree	22
Bachelor's Degree	15
No earned Degree	2
Total	67

FIG. 38

DISTRIBUTION OF EARNED DEGREES BY RANK (1960)

Rank	Degree		Number of Faculty		
	None	Bachelors	Masters	Doctors	Total
Professor	0	4	4	12	20
Associate Professor	1	2	4	7	14
Assistant Professor	0	0	7	8	15
Instructor	1	9	7	1	18
Total	2	15	22	28	67

For the full-time teaching faculty 42% held Doctors Degrees, 32% held Masters Degrees, 23% had Bachelors Degrees, and 3% had no earned Degree.

See Appendix A for breakdown of individual faculty members into rank and degree status.

Teaching Loads

Including the part-time teachers, there were 74 equivalent full-time faculty members during the fall term 1960-61. The student-faculty ratio was 11 to 1, and the average teaching load was 13 credit hours per week or 44 clock hours per week service load (see Fig. 59). The average class size was approximately 17 students per class for the regular academic class (non-music) and the median student load per teacher was 200 student-hours per week.

Recommendation

Since several weeks of time and effort were required to obtain a complete listing of the data on the faculty, it seems advisable that in the future a list such as that of Appendix A be **kept up to date** and be made available by the administration.

Faculty Questionnaire

In order to better understand the attitudes and feelings of the faculty in various areas covered by our committee studies, a confidential questionnaire was circulated early in March 1961 to all of the teaching faculty. Information copies were sent to the administration. This questionnaire covered the categories of loads and compensation, fringe benefits, working conditions, and faculty responsibility. A copy of this questionnaire is available as Appendix F of this report.

Of the full-time teachers, 75% replied to the questionnaire. The percentage values listed in subsequent sections of this report, as a consequence of answers to this questionnaire, are based **only** on the total number of faculty who **did** respond.

Sources of Data

The official listing of the faculty was obtained from the Office of the Dean of the College. Statements of policy were taken from the Statement of Principles for the Administration of Rollins College or the Faculty Bylaws and are supplemented by statements from the administration. Numerical data on new faculty members, number of promotions, and tenure were supplied by the Office of the Dean of the College.

In the evaluation of service loads and teaching loads, data on the advising and honors program was supplied by the Registrar. Use was made of the **Teaching and Student Load** data published during the fall term 1960-61. Additional information on laboratory and instructional hours was obtained from the members of the art, music, and science departments. Data on overloads was obtained from individual teachers concerned.

Additional information was used from the faculty staff biographical data file in the office of the Dean of the College.

Information in Appendices

The appendices contain supplementary and reference material pertinent to the discussions in the body of the report. They are, however, not essential to the principal development of the text. Appendix G contains answers to the questions raised in standards four, five, and six of the Southern Association of Colleges and Secondary Schools. Some, but not all, of this material in Appendix G is also included in the main text of this report. Appendix H contains copies of the Principles and Faculty Bylaws of 1955 and of 1961. The 1961 Bylaws were adopted during the time of our Self Study of the faculty and references are made to both editions. This report is concerned with the Rollins Faculty during the school year 1960-61, and the numerical tables are figures for the fall term 1960. For comparison values, Appendix B contains a summary of the basic data on the faculty for the fall term 1961.

SELECTION, APPOINTMENT, AND RETENTION OF FACULTY MEMBERS

Formal Statement of Policy

The criteria for the selection, appointment, reappointment, promotion and tenure of the faculty of Rollins College are set forth in the Statement of Principles for the Administration of Rollins College, approved by the Board of Trustees, May 31, 1955. This complete statement is found in Appendix H.

Selection and Appointment

When a vacancy occurs, the department concerned and the Dean cooperatively or individually solicit the field to find possible candidates. When suitable candidates' applications are completed, these are rated by the department and presented to the Dean. He in turn confers with the President, and usually the outstanding candidates are invited to the campus to meet the faculty members of the department as well as the administration, and to look over the place as a future home.

Should all concerned approve, a letter of offer is sent to the candidate; and should he decide to come, he signs a copy of the letter and returns it to the college. All appointments are for one year and terminal. However, during the year evaluations may be called for by the Dean or presented to the Dean by interested faculty members. The candidate is not re-engaged unless approved by the department in which he is teaching as well as by the Dean and the President. In situations where a department is small, an **ad hoc** committee may be formed to make both the decision for hiring and for re-hiring. After a probationary period of not less than four years or more than seven, a candidate is considered for permanent appointment and tenure. This is a major decision and can be made only by people with tenure in the department concerned or by the candidate's **ad hoc** committee. Uultimately, of course, responsibility for granting of tenure lies with the Board of Trustees. In certain situations the Dean may canvass the department or **ad hoc** committee for a vote of recommendation on new appointments or re-appointments. In either case the appointments are terminal and for one year only, until the appointment of tenure. All must have the approval of the department, the Dean, and the President.

Retention of Faculty Members

Fig. 39 lists the number of new faculty members by rank who have been hired at Rollins during the past 10 years. During this time interval, 93 **new** faculty members plus 17 visiting professors have been added to the regular faculty. During this period only 7 faculty members have retired, so it can be concluded from noting the change in total number of faculty that some 80 persons, who have been members of this faculty, have left the college. For a faculty of our size this turnover is **much too large.** Serious considerations should be given **by the faculty,** the **administration, and the trustees** to reducing this turnover rate.

FIG. 39

NUMBER OF NEW FACULTY MEMBERS PER YEAR BY RANK

Year	Total number on faculty	Rank				
		Inst.	Asst. Prof.	Assoc. Prof.	Prof.	Visiting Professor**
60-61	72*	8	5	2	0	0
59-60	64	1	2	1	1	5
58-59	69	5	5	1	0	1
57-58	66	4	6	1	1	1
56-57	60	3	2	1	1	3
55-56	65	4	2	1	0	2
54-55	66	6	3	0	2	1
53-54	62	2	3	2	2	1
52-53	65	5	4	4	0	3
51-52	66	2	0	1	0	0
Total		40	32	14	7	17

*This number does not agree with the value given in Section I, due to method of computation. The total number of faculty members in a given year was obtained by consulting the college catalog and counting those who were listed as **probable** full-time faculty members.

**No written statements are available describing the meaning of this designation.

For 1961-62 the number of new faculty members was:

Total number on faculty	Inst.	Asst. Prof.	Assoc. Prof.	Prof.
78	9	8	0	1

Promotion Policy

The present official policy of the President regarding promotions is as follows:

> Promotions in rank have come to those faculty members who, **in addition** to conspicuously good teaching, have either successfully completed additional academic study or have done creative work in their field.
>
> Full professorships have been given only to those holding the doctorate, or equivalent, in their field.
>
> Promotions have gone to those who have been pointed out as conspicuously valuable members of the faculty by the Advisory Committee and who have been recommended for it by the Dean of the College.

The President also informally asks the Dean for recommendations regarding promotions in all ranks and those whom he would recommend for the rank of professor. Eventually all considerations are reviewed and approved by the Dean, the President, and the Board of Trustees. The different possible faculty ranks and the qualifications for appointment to a rank, except that noted for full professor, are not described in either the Statement of Principles for the Administration of the College or the Faculty Bylaws. It has been pointed out to the faculty that the Trustees alone elect members of the faculty to full professorship, and that length of service alone does not qualify a member of the faculty for promotion. Fig. 40 lists the number of promotions per year by rank. It is quite difficult to draw any positive conclusions in this area. The past distribution of faculty in rank and the rapid turnover of faculty members in certain areas must be considered. However, it can be seen that promotions are not automatic and that a faculty member must wait and see each year how his progress and achievements have been evaluated. The rate of 1-2 promotions per year to the entire faculty does not contribute much incentive for a faculty member to work towards the goals indicated above.

FIG. 40

NUMBER OF PROMOTIONS PER YEAR BY RANK

Year	Instructor to Assistant Professor	Assistant to Associate Professor	Associate Professor to full Professor
1960-61	1	0	0
1959-60	0	2	1
1958-59	1	0	0
1957-58	1	1	3
1956-57	0	0	0
1955-56	0	1	0
1954-55	1	1	0
1953-54	0	1	0
1952-53	0	1	0
1951-52	0	0	0
Total	4	7	4

During the past 10 years there have been a total of 15 promotions of full-time teaching faculty members.

Tenure Policy

It is the belief of the Rollins faculty that no system of tenure will work unless the administration acts with firmness in not re-appointing those who are not adapted by training, experience, or temperament to the local situation. However, if after not less than three years or more than seven years, permanent tenure is granted, the faculty member involved has continuous appointment which cannot be terminated except by due process. The college subscribes to the Principles of Academic Freedom and Tenure outlined in 1940 by the American Association of University Professors. Appointment to tenure will be made only after the candidate has been approved by a majority of the voting members of the department or the **ad hoc** committee and Dean, subject to final confirmation by the Board of Trustees upon recommendation of the President. Fig. 41 shows the number of faculty members given tenure by rank for the past ten years.

FIG. 41

NUMBER OF FACULTY MEMBERS GIVEN TENURE PER YEAR BY RANK

Year	Instructor	Assistant Professor	Associate Professor	Full Professor
1960-61	0	2	1	0
1959-60	1	0	1	1
1958-59	0	2	1	0
1957-58	2	4	0	0
1956-57	0	0	1	0
1955-56	0	0	4	1
1954-55	0	0	0	0
1953-54	0	0	1	0
1952-53	0	0	1	0
1951-52	0	0	0	0
Total	3	8	10	2

Of the 23 persons who have received tenure during the past 10 years, only two had left the college by the end of the spring term 1961. No faculty member on tenure has been dismissed by the college during the past twelve years.

FACULTY TRAINING AND DEVELOPMENT

Introduction

In order to analyze the faculty in regard to training and development, it was necessary to ascertain who at Rollins has faculty status. A master list of "Active Faculty" was prepared and is available as Appendix A. The fall term of the academic year 1960-61 was used for this report. The next step was to divide the list into the categories shown under Definition and Evaluation of the Faculty, above.

Discussion

Detailed information regarding earned degree, academic rank, and tenure is also included in Appendix A. This same information is given in separate listings as background reference material. A summary of faculty training is given in Fig. 42. The above information was then broken down according to rank and department as is shown in Figs. 43 and 44.

Figs. 45 and 46 are designed to show the comparative distribution according to rank and highest earned degrees for the academic years 1950-51 and 1960-61 and were made so that significant trends may be observed. The ten year period used not only rounds out a decade but also covers the time in which the present administration has been in office. A survey made in 1950-51 gives us reasonably reliable figures for comparison.

Pertinent to the development of the Rollins faculty is the pursuit of studies leading to advanced degrees. For this information see Fig. 42. Fig. 47 lists the origin of baccalaureate and advanced degrees for the Rollins faculty of 1960-61. Fig. 48 gives the number of years overall active teaching experience for the Rollins faculty. This may be compared with Fig. 36, which lists only teaching experience at Rollins. Together with other data, Appendix A includes the **available data** on individual faculty members who are studying for advanced degrees, together with data on where they are studying and when they expect to complete this work.

Fig. 49 gives information on "post doctoral activities."

FIG. 42

SUMMARY OF FACULTY TRAINING

I. Full-time Faculty

A. Number whose highest earned degree is a doctorate:	28
B. Number whose highest earned degree is a master's:	22
C. Number whose highest earned degree is a bachelor's:	15
D. Number who have no earned degree:	
Teachers diploma	1
No degree	1
Total full-time faculty	67

E. Progress in graduate work by faculty members:

Eleven full time teaching faculty are pursuing studies leading to a doctorate degree.

Two are studying for a master's degree.

Three have been doing advanced study though not toward a definite advanced degree.

Of the 18 above-mentioned faculty, **five** have been aided financially through the Danforth Foundation scholarships given by the college last year. **Two** will be given similar aid this coming summer. **None** has received financial help directly from college funds.

II. Part-time faculty and administrators who teach

Highest Earned Degree	Number Employed on Half-Time Basis or More	Number on Less Than Half-Time
A. Doctorate		4
B. Master's Degree	2	4
C. Bachelor's degree	1	3
D. No earned degree		1
E. OTHER		2
Number of full-time faculty represented by part-time faculty		7
Total equivalent full-time faculty		74

Fig. 43

Analysis of Faculty Training by Departments by Rank

	A		B		C		D		E		Is a major offered?		
Department	Professor		Associate		Assistant		Instructor		Other		Under-graduate	Master's level	Doctor's level
	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.			
AREA STUDIES		1	1		*1		*1				no		
ART	1				*1		*2				yes		
BIOLOGY	1		1				1				yes		
BUSINESS AD.			2		*1			1			yes		
CHEMISTRY	1		1								yes		
ECONOMICS			1				1				yes		
EDUCATION	1				1		*1	1			yes		
ENGLISH	3		3		3		4				yes		
LANGUAGES	1	1	2		*3		3				yes		
GEOGRAPHY					*1						no		
GEOLOGY	1				1						yes		
GOVERNMENT	1										yes		
HISTORY	3												
MATHEMATICS		1			*1	1					yes		
MUSIC	3		2	1		1	1				yes		
PHILOSOPHY	1	1			**2						yes		
PHYSICAL ED.			1		1		4				no		
PHYSICS	1		1								yes		
PSYCHOLOGY	1			1	1	1					yes		
RADIO								1			no		
RELIGION		1									no		
SECRETARIAL C.					*1						no		
SOC. & ANTHRO.					1		1				yes		
SPEECH	1				1						no		
THEATRE ARTS						1	1			1	yes		

* one member with full time teaching status who is teaching in two or more departments.

** two members.

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Fig. 44

Analysis of Faculty Training by Departments by earned degrees

	A		B		C		D		E		Is a major offered?		
Department	No. with Doctorate		No. with Master's		No. with bachelor's		Number without degree		Other		Under-graduate	Master's level	Doctor's level
	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.	F.T.	P.T.			
AREA STUDIES	*2				*1	1					no		
ART	*1		2		*1						yes		
BIOLOGY	1		2								yes		
BUSINESS AD.	1		*2			1					yes		
CHEMISTRY	2										yes		
ECONOMICS	1				1						yes		
EDUCATION			2	1	*1						yes		
ENGLISH	5		5		3						yes		
LANGUAGES	*3		5	1	1						yes		
GEOGRAPHY	*1										no		
GEOLOGY	2										yes		
GOVERNMENT	1	1									yes		
HISTORY	3												
MATHEMATICS	*1			2							yes		
MUSIC		1		1	5				1		yes		
PHILOSOPHY	**3					1					yes		
PHYSICAL ED.			1		4		1				no		
PHYSICS	2										yes		
PSYCHOLOGY	1	2	1								yes		
RADIO								1			no		
RELIGION						1					no		
SECRETARIAL S.			*1								no		
SOC.& ANTHRO.	2										yes		
SPEECH	1		1								no		
THEATRE ARTS				1							yes		

* one member with full time teaching status who is teaching in two or more departments.

** two members.

Fig. 45

Distribution of 1950-51 Faculty

1950-51	FULL TIME	MALE	FEMALE	PART TIME
Doctors	15 or 26%	14	1	2=1+
Masters	20 or 35%	12	8	6=1+
Bachelors	14 or 26%	11	3	7=3-
None	6 or 12%	2	4	4=1-
Total	55	39	16	equivalent 6
Total Equivalent 61 Full Time				
Professor	30 or 53%	23	7	6=2+
Associate	10 or 17%	7	3	2=1-
Assistant	11 or 19%	8	3	3=1-
Instructor	4 or 11%	1	3	8=2
Total	55	39	16	equivalent 6
Total Equivalent 61 Full Time				

Fig. 46

Distribution of 1960-61 Faculty

1960-61	FULL TIME	MALE	FEMALE	PART TIME
Doctors	28 or 40 %	25	3	4=1+
Masters	22 or 33 %	17	5	6=3
Bachelors	15 or 23%	10	5	4=2-
Diploma	1 or 3 %	2	0	1=1-
None	1			others 2=1-
Total	67	54	13	equivalent -7
Total Equivalent 74 Full Time				
Professor	20 or 30%	16	4	4=2+
Associate	14 or 20 %	11	3	2=1-
Assistant	15 or 22 %	13	2	4=2
Instructor	18 or 27%	14	4	4=2
Total	67	54	13	equivalent 7
Total Equivalent 74 Full Time				

FIG. 47

ORIGIN OF BACCALAUREATE AND ADVANCED DEGREES

ROLLINS FACULTY

College	Baccalaureate	Master's	Doctorate
Birmingham Southern	2		
Boston University		1	
Bradley University	1	2	
Catholic University		1	
College of Charleston	1		
Columbia	1	7	2
Cornell	1	1	1
Dartmouth College	2		
DePauw University	2		
Duke		1	1
Florida State	1	1	1
Harvard	2	3	1
Indiana University			1
Middlebury College		1	
New York University	2	1	1
Ohio State			1
Ohio Wesleyan	1	1	
Princeton	3	1	
Rollins	8	1	
University of Chicago		1	2
University of Cincinnati		1	1
University of Florida	1	4	2
University of Illinois	1	1	2
University of Miami		1	
University of Michigan	1	1	
University of Minnesota	1	1	1
University of Montana	1	1	
University of New Mexico		1	
University of North Carolina	2	4	2
University of Pennsylvania		1	1
University of South Carolina	2	1	
University of Texas			1
University of Virginia			1
University of Wisconsin		1	1
Vanderbilt University		1	1
Winthrop College		1	
Yale University			1
Foreign			
London University	1		1
University of Hamburg			1
University of Madrid			1
University of Montreal	1	1	
University of Riga			1

The following colleges are represented by only one baccalaureate degree:

American International College
Asbury College
Colorado
Hampden-Sidney College
Harpur College
Kenyon College
Louisiana State University
Marshall College
Mississippi State College for Women
Northwestern University
Pomona College
Roanoke College
Southern Methodist
University of Chattanooga
University of Georgia
University of Idaho
University of Missouri
University of Rochester
University of West Virginia
Wellesley College
Wesleyan
West Point
Western Michigan University
Westminister Choir College
Willamette University
William and Mary College

FIG. 48

TOTAL YEARS ACTIVE TEACHING EXPERIENCE (1960) — ROLLINS FACULTY

Number of Years	Number of Faculty
1- 5	20
6-10	12
11-15	10
16-20	4
21-25	10
26-30	4
31-35	5
Over 35	2
Total	67

FIG. 49

"POST-DOCTORAL ACTIVITIES"

In January 1962 a request for information on "post-doctoral studies" during the past three years was sent to the 30 faculty members holding doctor's degrees. No definition was made of the term "post-doctoral studies." The following information was reported:

11 members of the faculty have attended formal summer conferences or institutes, or participated in sponsored research activities.

6 members pursued scholarly activities on their own in such areas as: play writing, studying Russian, historical research, foreign drama.

11 members reported no activity in this area.

2 members did not return the questionnaire.

Additional information on the research activities of the entire faculty, either sponsored or independent, will be found in the study prepared by the sub-committee on Special Activities.

Significant trends

In regard to rank, the trend indicates a sharp **decrease** in the percentage of full professors (from 53 to 30%) and an **increase** in the percentage of instructors (from 11 to 27%). This is a healthy development, since the 1950-51 figures show a top-heavy faculty grouping.

In regard to earned degrees, the trend shows a decided **increase** in the number holding doctoral degrees (from 26 to 42%), a **decrease** in those holding only a bachelors degree (from 2 7to 23%), and a decided **decrease** in the number without academic degree (from 12 to 3%). This again indicates a healthy trend toward a better prepared faculty. A factor that may be cited as a weakness for the future development of the Rollins faculty is the lack of provision for sabbatical leaves. It is therefore recommended that until sufficient funds are available for year-long sabbatical leaves, term-long leaves with full pay should be granted. This would eliminate part of the present difficulty of replacements for those with a year's leave.

FACULTY ORGANIZATION, MEETINGS, AND COMMITTEES

Faculty Organization*

This area is covered by the flow charts prepared by the Organization Committee. A copy of the appropriate chart is available as Appendix G in Chapter II of this report. When set up there were approximately equal numbers of faculty members in each division. Note that in recent years that this has become unbalanced.

Heads of divisions are elected by the members on tenure. The procedures for heads of departments are unavoidably inconsistent. In departments with three or more members on tenure, the department head is elected by the members on tenure, and the election is confirmed by an appointment in writing by the President. In departments with less than two members on tenure, if a department is necessary or desirable, he is appointed by the President and the Dean of the College by mutual conference between them and the members of the department.

Faculty Meetings

The Rollins faculty meets regularly on the first Monday of every month that the college is in session. Occasionally special meetings are held during the college year. The President presides at the faculty meetings. In his absence the Dean of the College presides. A simple majority of the voting members of the faculty constitutes a quorum Notices of time and place of faculty meetings are sent to each faculty member by the Dean of the College.

Normally the agenda is prepared by the Dean, and pertinent data on the topics for discussion are sent to the faculty a few days before the meeting. Quote often material is distributed at the beginning of the meeting. Many of the items presented for vote have been prepared by the Faculty Administration Committee, and have already been discussed in division meeting. See **Faculty Defined,** above, for those faculty members who are eligible to vote on faculty business. The secretary of the faculty sends a copy of the minutes of all of the meetings to each faculty member.

Faculty Committees

Faculty committees at Rollins College are classified as either standing or special. The term **ad hoc** is reserved for a particular committee as specified in the Statement of Principles which is concerned with appointment, reappointment, and tenure of individuals when their department contains fewer than three faculty members on tenure.

Standing Committees

All of the committees listed in the Bylaws are understood to be standing committees. Membership to a standing committee may be either by faculty election or by presidential appointment. Elections are held once a year in the May faculty meeting. The Faculty Administration Committee prepares a list of nominees and nominations can be made from the floor. Election is by ballot. In the fall of 1960 several changes in the Bylaws were approved by the faculty in the committee structure. This was done to coordinate the structure and to include several active committees into the list of standing committees. The following analysis is made on the basis of the new committee structure. Fig. 50 contains a listing of the current standing committees with total teaching faculty membership noted. Administrative personnel who are automatically members are omitted. The number of appointed or elected faculty members is indicated.

During the fall term 1960-61, there were 69 standing committee positions to be filled by teaching faculty members. These were filled by 39 different individuals. Of these there were 36 full-time teachers, 1 administrator who is a part-time teacher, and 2 who have full-time employment, but are teaching part-time.

**See the study of the sub-committee on Organization (Chapter II) which also covers this area.*

Fig. 51 illustrates how many committee assignments were held by individual faculty members. Twenty-one were on only one committee, 9 held membership on two committees, 7 on three committees, 1 on four, and 1 was on five committees.

Fig. 52 shows how these 39 were distributed in academic rank, and Fig. 53 illustrates how they varied in terms of number of years at Rollins.

FIG. 50

TEACHING FACULTY MEMBERSHIP ON STANDING COMMITTEES

Committee	Total Faculty Membership	Elected	Appointed
1. Faculty Administration x	9	8	1
2. Faculty Advisory x	3	3	
3. Faculty Review	6	6	
4. Joint Trustee-Student x	3*	3	
5. Student-Faculty Discipline x	4	4	
6. Admissions, Academic Standing, Scholarship x (a)	6	6	
7. Honors work	5 (3 now)	5	
8. Library	3		3
9. Intercollegiate Athletics	3		3
10. Academic Advisers x	17**		17
11. Social Review x	4 (5 now)	4 (appointed now)	
12. Reeve Essay	3		3
13. Student Publications	5		5
	—	—	—
Totals	71***	39	32

* One of these is elected from the membership of the Faculty-Administration Committee.

** Number of members is determined annually by the President. It currently consists of 17 faculty members and 5 administrators.

*** During the fall term 1960-61 this was 69 positions, due to committees #7 and #11, plus the fact that one non-faculty person was appointed to a faculty committee position.

x Chairman is a member of Administration or Trustee.

(a) There are also 6 members of the Administration on this committee. However, this committee really functions as three separate sub-committees and each sub-committee has 5 or 6 administrators and **only** 2 or 3 teaching faculty members.

Each of the committees listed above is an active committee.

FIG. 51

NUMBER OF COMMITTEE ASSIGNMENTS

Number of Standing Committee Assignments	Number of Faculty Members Who Had This Number of Assignments
1	21
2	9
3	7
4	1
5	1
	—
Total	39

FIG. 52

DISTRIBUTION OF COMMITTEE MEMBERSHIP

Academic Rank	Number of Committee Personnel Who Held This Rank
Professor	17
Associate Professor	11
Assistant Professor	6
Instructor	5
	—
Total	39

FIG. 53

EXPERIENCE OF COMMITTEE MEMBERS

Number of Years at Rollins	Number of Committee Members
1	5
2	2
3-5	6
5-10	10
10 or more	16
Total	39

Special Committees

During the fall term 1960-61 there were in existence 8 special committees as follows:

FIG. 54

SPECIAL COMMITTEE MEMBERSHIP

	Number of Teaching Faculty Members
1. Traffic	1
2. Joint Student-Faculty Social	4
3. Editorial Board	0
4. Fiesta	1
5. Courses for the Community	4
6. Rollins Student Union	3
7. External Scholarships	1
8. Orientation	2
Total	16

All of the faculty members on these committees were appointed by the President.
Each of the above committees is an active committee.

Recommendation

In view of recent appointments* by the administration of faculty members to standing faculty committees, it is recommended that the administration familiarize itself with the qualifications and limitations on faculty members for committee membership, as set forth in the Faculty Bylaws.

Description of Committees

Most Rollins committees are those which would be found in any comparable college. Three committees function, however, which are not only unusual but quite vital in directing the operational philosophy of the college. These are described in detail in the following paragraphs: the Faculty-Administration Committee, the Academic Student Advisors Committee, and the Faculty Advisory Committee on the General Welfare of the College.

Faculty Administration Committee

This committee is composed of a representative from each division, of faculty members elected at large, and of a faculty representative of the President. Although the President is a member of this committee, it has been President McKean's policy not to attend meetings. The Dean of the College is chairman. Regularly scheduled meetings are held each week, discussing problems of interest to the faculty in general. The committee considers proposals or problems raised by the Dean, the divisions, or any faculty members; it also refers matters to the divisions for their consideration, and prepares recommendation to the faculty for their action. During the past year this committee has considered, among others, the following problems: advanced placement credit, departmental course plans and changes, dates of college functions and the yearly calendar, college study groups, revision of bylaws, honors program and scholarship listings, cheating, drinking, faculty application blanks, student government, summer school, adjustment to IBM grade system, achievement tests for admission, catalog material and pictures, parking on campus, scholarship opportunities, travel and study abroad, cooperative programs, standing committee nominations.

Academic Student Advisers Committee**

This committee was set up with the idea that a small group of well-informed advisers could do a great deal to balance the students' programs during their freshman and sophomore years. With this in mind, a group of advisers were selected by the Dean and the President and have now completed their second year of advising.

Each adviser was assigned a proportional number of the entering class based on a rotational system depending on the priority of the applicants' completion and acceptance to Rollins. During the course of these two years, meetings have been held at approximately two-week intervals to discuss common problems and to examine difficult cases. Additional members have been added to cut down the total number of advisees assigned to any one person.

**See for example: Faculty Advisory 1961, Honors Committee 1960 and 1961, Intercollegiate Athletics 1960 and 1961, Student Publications 1960.*

***See the study of the sub-committee on Education (Chapter IV) which also covers this area.*

Although it is a little too early to determine the exact extent or accomplishments of the new system, a concensus seems to be that it has done a great deal to balance the distribution of courses in the freshman and sophomore years and to insure that all students meet the minimum requirements of distribution. This fact is considered by some of the committee to be one of the definite advances that has been made in curriculum planning in the last few years. The problems now are the same as they were when the project started; there is **still not enough time** to do the job as many members of the committee feel it should be done. However, it is such an improvement over the old system that very few of the advisers would wish to change back to the old system.

The Faculty Advisory Committee on the General Welfare of the College

The purpose of the committee is to furnish the President with personal advisers to whom he can turn for advice and by whom individual faculty members may have problems brought to the President's attention through an established channel. (See Faculty Bylaws, Article 6, Section 2B. (1) Appendix H)

The President may confer with this committee on any matter which he deems affects or involves the functioning of the college.

The committee has no power to act and is not intended to replace or consider problems for which standing or special committees have been established. Since, by the nature of the purpose of the committee, many of the items considered are of a confidential nature, these are **not reported back to the faculty.** In recent years it has been the President's custom to invite the members of this committee, plus any former members of the committee who may wish to attend, to a regular weekly luncheon in Rose Skillman Hall, at which time various problems are raised and discussed either by the President, the Dean, or members of the faculty present.

Since in the faculty questionnaire it is evident that only 52 per cent of the faculty feel that this committee is satisfactorily relating the problems of employment, welfare, and obligations to the college, it is obvious that 48 per cent feel that some new departure is needed to work with the administration on personnel policy.

Recommendation

A re-evaluation of the functions of this committee is needed.

Faculty Communication

For communication between the administration and the faculty and for communication between the various groups of the faculty, the college has lines of contact much the same as in other colleges.

First, there are the regular monthly faculty meetings, at which the President (or in his absence, the Dean) presides. At this time general announcements are made and current issues within the college are discussed (and voted on if action is needed). Detailed minutes of each meeting are sent to all faculty members. These minutes serve as information to the absent members; and for all members, present or absent, they represent a record of the announcements, discussions, and decisions which transpired.*

Also, for the purpose of communication, the faculty is grouped into five divisions, each division being made up of two or more departments. These divisions are: (1) Social Relations and Business, (2) Science and Mathematics, (3) Expressive Arts, (4) Communications and Literature, and (5) Personal Relations. Each division is headed by a chairman, who is elected by the members of that group. These five chairmen, along with three committeemen elected "at large" and one appointed by the President, constitute the Faculty-Administration Committee. This committee, in turn, is headed by a chairman, who is the Dean of the College. This committee serves as an intermediary between (1) the divisions and the administration and between (2) the separate divisions and the entire faculty; but it does not function as a line of contact between one division and another, or between one department and another. Sometimes there is a lack of adequate communication between departments. This could be remedied by having periodical (perhaps annual) reports from the departments given at the general faculty meetings.

The faculty in general is informed of the quality of the incoming class each fall by the Summary Report on New Students, prepared and sent out by the Admissions Office. The Dean of Admissions often discusses the work of his office with the faculty at faculty meetings. In addition each adviser receives a complete copy of his advisees' grades each term. The Academic Advisers Committee in particular is concerned with the problems of curriculum in the college and in methods of raising academic standards.

**This procedure keeps the faculty informed of the interpretations of the purpose of the college and current administrative policies.*

In the fall of 1961, a Faculty Handbook was published for the first time. This pamphlet serves the new faculty members as a source of information on the practices and procedures at Rollins, and for the older faculty members it serves as a reference. It includes information on the responsibilities of faculty members; classes, registration, and grades; financial matters; services offered by the college; and the cultural and recreational opportunities on the campus and in the community.

Furthermore, during Orientation Week at the beginning of each fall term, three or four sessions are held for the new faculty members. At this time the administrative officers and departmental representatives introduce themselves and present the purpose and functions of their offices or groups. In this manner the new teachers are given practical information concerning the organiaztion and workings of the college.

Within the faculty itself there seems to be a fairly adequate flow of communication and understanding. There are weaknesses, however, in several other areas. The faculty as a whole does not fully realize the work of the standing committees. These committees could make their work more appreciated and more useful by some sort of annual summary report. Then ,too, there is a weakness in the communication between the trustees and the faculty. There are occasions when the faculty learns some of the results of the trustees' meetings by rumor or by newspaper accounts. There is a need for a more direct, systematic report of such results being given in one of the faculty meetings. There is a need, also, for more reports being made by the President directly to the faculty, so that the teachers do not learn of indicative decisions only by reading the newspaper accounts (for instance, the proposed institute for space studies). It would be helpful if occasionally the meetings of the Faculty-Administration Committee were devoted to discussions with the President of applicable issues.

Discussion

The Rollins Faculty Committees are active and effective in providing decisions and assistance in admission, academic standing, scholarships, advising, preparation of faculty legislation, student discipline, honors work, and the other areas of an academic, social, or intercollegiate nature.

Many of the committees spend many hours each term with their particular assignments, and these committee members often receive little recognition for their time and effort. Much of this may be routine work, **but it is necessary** if the faculty expects to have and to maintain active leadership and participation in the formation of the educational policies of the college.

The particular assignments of each committee are outlined in the Bylaws with both distinct limits and flexibility. Most committees have exhibited exceptional facility in providing the most fair and unbiased decisions in academic and social cases, and have constantly worked toward improving methods and procedures for making such decisions. Student, administrative, and trustee opinions have been sought and utilized in many problem areas.

Legislation by the faculty is originated in the divisions or in the committees. This is then sent to the Faculty Administration Committee for consideration and possible recommendation to the faculty. During the past few years the faculty has enacted legislation to achieve the following objectives:

Raising of academic standards, in both entrance and curriculum areas.

Revision of the Bylaws for more effective and efficient operation.

Introduction of graduate work and cooperative programs.

Expansion of the Honors Program, and recognition of superior students.

Initiation of a new advising system for freshmen and sophomores.

Approval of plans connected with getting students to accept more responsibility.

Although the faculty has several active and functioning standing committees, about 1/3 of the faculty would not express an opinion as to their effectiveness, and over 2/3 did not list any major changes or accomplishments that the faculty has accomplished in recent years.

Recommendations

In the interest of making vital information of this nature known to the entire college, each standing committee should report its progress once a year at a regular faculty meeting.

About 1/2 of the faculty feel that they have a reasonable amount of committee work, while 3/4 indicated that they spend a reasonable amount of time with students' extracurricular activities. In view of the fact that (1) a faculty member may now serve on 3 standing committees, (2) **58%** of the full-time faculty have **all** of the standing committee assignments, (3) approximately 1/3 of the faculty now feel that they have too much committee work, and (4) there will be an increase in faculty members due to expansion, section 1 A 5 of the Bylaws should be changed to read: "No member of the Faculty may serve on more than **two** of the standing committees at any one time."

FACULTY SERVICE

Current Definition of Teaching Load at Rollins

In the statement of Principles for the Administration of Rollins College (31 May 1955) Article I, Section 1 (4) describes the Normal and Minimum Teaching Loads:

> The normal classroom teaching load for full-time teaching under the present term plan will be two full courses and one half-course or seminar per term (approximately 12 hours). When the teaching load is less than this because of other assigned duties, the Dean of the College will report the facts to the President and the Trustees. When the number of students taught by any teacher falls below one hundred student-hours during two consecutive terms the Dean will also report the facts to the President and Trustees. (Student-hours are computed as follows: one student meeting one hour per week is one student hour; meeting five times per week would be five student-hours).

During the past few years a list of teaching loads and student loads, computed as indicated above, has been published and distributed to the faculty each term.

Full-time Teaching Faculty — Fall Term 1960-61

The composition of the faculty is described in Section I. There were 67 full-time teachers during this term. In evaluating the teaching loads of this group the 6 members of the Physical Education Department were excluded, since their loads are determined in a different manner from those teaching regular classes. For the remaining 61 full-time teaching faculty members, the teaching and student loads, as prescribed in the definition above, were distributed as shown in Figs. 55 and 56. Data is also given which reflects the effect when honors work is included. In addition, a tabulation is provided which expresses the results in terms of clock hours per week instead of credit hours per week.

Schedule of Teaching Loads — Fall Term 1960-61

FIG. 55

DISTRIBUTION OF TEACHING LOADS — FALL TERM 1960-61
(61 Full-time Teaching Faculty Members)
Number of Faculty Who Had:

Credit or Clock Hours	Regular Credit Hours*	Regular Credit Hours Plus Honors Work	Clock Hours per week— Regular Credit Hours**	Clock Hours per week— Regular Credit Plus Honors
8				
9	1	1	1	
10	22	13	17	14
11	5	6	9	9
12	10 12.9x	9	10 12.7x	7
13	7	10 13.4x	6	7 13.4x
14		1	3	3
15	8	9	7	7
16				
17	2	2	2	3
18	1	2	2	2
19			1	2
20		2	2	4
21	1	1		1
22		1		1
23	1	1	1	1
24	2	2		
25				
26				
27	1	1		
Total	61	61	61	61

* Regularly scheduled classes. This information is distributed to the faculty.

** Based on class hours/week. Music and art instructors are given credit for actual contact time. Two hours of laboratory science instruction counts as one credit hour in this column.

x Average values of credit hours.

It should be pointed out that Rollins is on the term system, and a one credit hour class meets for a full 60 minutes of time, in contrast to many schools which have 50 minute class meetings.

During this term the part-time teaching faculty taught 85 credit hours, or a time equivalent to 7 full-time faculty members, based on 12 credit hours being a full load. This would give the equivalent full-time faculty of 74 teaching members.

Schedule of Student Loads — Fall Term 1960-61

FIG. 56

STUDENT LOADS — FALL TERM 1960-61

Student-hours	Number of Faculty
80 or less	5
81- 99	1
100-124	4
125-149	5
150-174	5
175-199	8
200-249	18
250-299	11
300-399	2
400 or more	2
Total	61

Discussion of Teaching Loads

The procedure for determining the normal classroom teaching load as outlined in the Principles of the College has **not been modified** to keep pace with the curriculum changes of the past few years.

Honors Program

The introduction of the Honors Program in 1948 and its revision in 1958 has meant additional time required by the faculty for course work for which graduation credit is given to the student.

During the fall term 1960-61 there were 20 different faculty members involved in directing either Individual Reading Programs or Individual Study for Honors at Graduation.

FIG. 57

DISTRIBUTION OF FACULTY IN HONORS PROGRAM

	Number of Faculty Part-time	Number of Faculty Full-time	Number of Students	Total Credit Hours
Reading	5	9	21	31
Honors	0	7	7	35

One faculty member had students in both programs. Several faculty members (5, all full-time) had more than one student in the Reading Program.

In terms of teaching credit hours, these 28 students required the equivalent of 5 full-time faculty members. Applied to the entire faculty **this program has added approximately 1.0 credit hour to the teaching load of every faculty member.**

No provision is made to report or recognize the time required for this program, in the summary of data released on teaching loads. It must also be pointed out that faculty members participating in this type of program also require preparation time equivalent to that of any regular course, in addition to the actual student contact time.

It is therefore recommended that Honors work be included in the approximately 12 hours required teaching load as described in the Principles. It should be rated at the same credit value as any other course.

Advising Load

Faculty advising of the student's academic program is the backbone of the individualized curriculum. During 1960-61 our 812 full-time students were advised by 33 full-time members of the teaching faculty, together with 10 administrators and part-time teachers.

Freshman and sophomore advising is carried out by the Academic Student Advisory Committee (composed of 17 faculty members and 5 administrators). Upper class advising is carried out by some members of this group plus 21 other faculty members.

It should be pointed out that the 33 full-time regular faculty members comprise only 50% of the total number of faculty available. Of the 34 full-time faculty who did not participate in any academic advising, 6 were in the Physical Education Department, 5 were in the Conservatory of Music, 14 were new faculty members, and there were 8 experienced full-time faculty members with no student advisees. These 33 full-time teachers advised 620 students or an average of 18.8 students per adviser. This, however, varied from one adviser who had as many as 40 students, to another with only 2 student advisees. It appears that academic advising be recognized and included as part of a full-time faculty member's teaching load.

Two-hour Courses

During the past few years the two-hour course or seminar type course has gradually disappeared from the curriculum. In the fall term 1960-1961, only 13 out of 25 departments offered a two-hour course. Out of the 228 total sections offered, 36 (16%), taught by 20 (30%) different faculty members, were two-hour courses. Since the majority of courses are 5 credit courses, a teaching load evaluation should take this fact into account.

Student Load

The student-hour rate as presented in the Principles is only a minimum number and does not help in defining the average or expected teaching load for a full-time professor. It does serve to spread out the student load so that it will be carried by the entire faculty. It is designed to minimize the situation where a faculty member may be offering 12 credit hours of work, but may have only a handful of students.

Work-week

It should be recognized that due to the use of 60-minute classes and the shortening of the term length to 10-11 weeks that we have a **highly** compressed curriculum. The actual amount of time per week available during the school year for committee work, research, social, and cultural activities is severely limited. Activities outside of the college, in which faculty members are active, proceed at the same rate, whether the college is in session or not.

Student Faculty Ratio

Fig. 58 illustrates the variation in number of regular students, full-time faculty and the student-faculty ratio for the past ten years.

Teacher Load

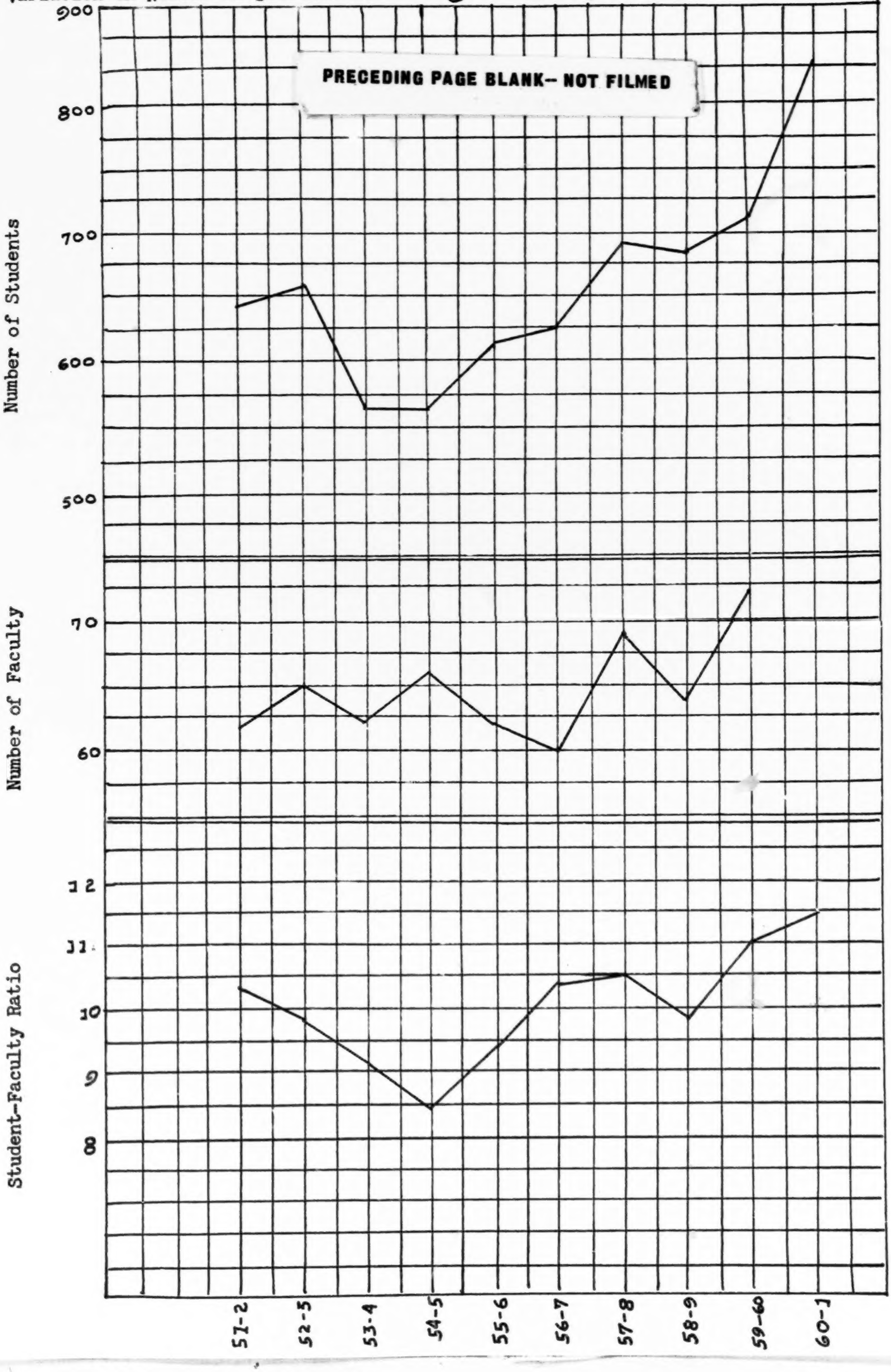
The Standards of the Southern Association of Colleges and Secondary Schools state that "sixteen credit hours shall be **the maximum load** that a teacher shall carry." It is presumed that this is based on a 50 minute class period. This then is equivalent to 13.6 credit hours for our schedule. The Southern Association Standards also state that teaching in honors programs, assigned administrative duties, committee work and supervision of extracurricular activities should be considered in the determination of teaching loads. From Fig. 55 it is seen that the **average** teaching load at Rollins exceeds the **maximum load** established by the Association.

Service Load Evaluation — Fall Term 1960-61

In order to appraise our service load situation at the present time a scheme was devised (see Appendix I) to evaluate the number of clock-hours per week obligation for each individual faculty teacher. This service load was computed in terms of measurable and defined parameters which would apply to almost all of the faculty. It includes evaluations in the areas of class hours and class preparation, class size, class level, committee assignments, and advising loads.

The following areas of other commitments were so diverse and individualistic that it was felt that they could not reasonably and accurately be evaluated. These include such obligations as:

Special committee work
Division and departmental meetings
Time required of division and departmental heads
Unofficial advising — students, activities of students, parents
Trips to high schools
Play directing



Variation in Number of Students and Fig. 58 Faculty in Past Ten Years

It must thefore be pointed out that our valuese represent **minimum** load values and do not include "other services." Fig. 59 shows the distribution of such a service load among the faculty.

Conclusions

For the faculty as a whole the number of service hours per week ranged from 28 to 78. The average falls at 44 hours per week and the median at 42 hours per week. Since approximately 94% of the faculty feel that the present load is satisfactory and about 80% indicated that the present method of determining the load is also satisfactory, there is **no** indication by the faculty that any changes are needed in this area.

FIG. 59

DISTRIBUTION OF FACULTY SERVICE LOAD — FALL TERM 1960-61

Number of Service Hours per Week	Number of Full-time Faculty who had this load
27-28	3
29-30	4
31-32	0
33-34	3
35-36	6
37-38	6
39-40	5
41-42	4
43-44	6
45-46	4
47-48	5
49-50	1
51-52	1
53-54	1
55-56	3
57-58	1
59-60	2
61-62	0
63-64	1
65-66	1
67-68	2
69-70	1
71-72	0
73-74	0
75-76	0
77-78	1
Total	61

Average: 44 hours per week

Median: 42 hours per week

However, it is quite obvious that the actual hourly loads per week are not really very evenly divided. It is also well known that when one has a large overload that his effectiveness as a teacher declines. In the interest of more effective teaching therefore, the Dean of the College should annually review the anticipated **service load** of each individual **before** the start of a school year. The load should be adjusted so as to fall between 35-45 hours per week. This should be done on an informal and individualized basis.

FACULTY COMPENSATION

Faculty Salaries

It has been the policy of the administration not to release information concerning individual salaries, salary scales, or data related to the structure of the salary budget. This policy expresses the administration's belief that it is not their duty to release salary data, since individual salaries are a personal matter. The administration thus leaves to each faculty member the responsibility for maintaining this situation, and of avoiding embarrassment for either party.

The Self Study Committee requested a formal statement from the administration concerning the releasing of a salary scale, a summary of what the college has been able to do in the past ten years to improve the salary situation, and what plans the administration and trustees have for the future. The following reply was received from the administration:

MEMORANDUM ON COLLEGE POLICY REGARDING RELEASE OF FACULTY SALARIES

(14 November 1961)

Rollins College has followed the policy of other good colleges of giving merit increases to its faculty, as well as standard across-the-board raises.

It is obviously impossible for the college to follow this policy, if at the same time it makes its salaries public.

When questionnaires about faculty salaries come in from various organizations, the college is faced with a question of how much information it can release without jeopardizing its policy of merit raises. For the present Self Study, it has been decided to release the median salaries for each rank for the years 1951-52 and 1961-62. These salaries are shown with and without employee benefits provided by the college.

FIG. 60

Median Salaries	Professor	Assoc. Prof.	Asst. Prof.	Instr.
1951-52 without benefits	4680	3640	3100	2995
1961-62 without benefits	7997	6576	6496	4939
1951-52 with benefits	4792	3752	3207	3097
1961-62 with benefits	8877	7389	7279	5690

The amount shown for "benefits" is the total available if the employee is eligible for T. I. A. A.

The administration of the college has discussed the salary problem with the Self Study Subcommittee on Faculty, and is prepared to provide full details on salaries to the Visiting Committee. By viewing objectively all of the data on salaries, the Visiting Committee will be in a position to evaluate the overall salary picture at Rollins. It is hoped that they can point out what the college must do in improving salaries, in order to meet the future requirements of **attracting and retaining** an effective faculty. In order that the faculty, both new and old, may know what to expect under the current administration, the Sub-committee on Faculty feels that the faculty's view of the salary situation should be expressed.

The salary situation at Rollins can be characterized as that of "waiting and hoping." The procedures in this area are quite informal. The only formal contract which a faculty member has with the administration is that contained in the original letter of appointment. After that, it is understood that the faculty member expects to receive each year the same compensation that he received the previous year, unless individually verbally notified by the administration, or unless an across-the-board raise for all faculty members has been announced.

Across-the-board raises have been given in September of 1953 (10%), 1956 (10%), 1960 (5%), and 1961 (12%). The last two of these have been announced rather uniquely by such methods as an item in the local (Orlando) newspaper, or at an informal faculty meeting, from which the information was spread by word of mouth.

Merit raises have been given to certain individuals considered to be deserving of this recognition. To whom, when, and for what amounts is information that is not publically released. The current practice seems to be for the President to request a survey of those teachers deserving merit raises. On occasion, these requests have been made to the advisers on the general welfare of the college.

It is fair to state that the faculty in general has no clear picture of the financial operation of the college. The yearly financial statement is not made public, and little is released about how the expenditures are distributed among the various categories of college operation. Departmental budgets have been somewhat more formalized during the past few years, but there is still considerable confusion.

The salary range is a matter in which prospective faculty members are vitally interested, yet the Rollins faculty member who is interviewing the candidate is always placed in an embarrassing situation whenever this item is brought up for discussion.

The faculty is aware of the sincere efforts of the administration and trustees in constantly trying to improve the salary structure, but are not aware of the overall aims or goals in this area.* It is felt that the faculty is in no way prepared to intelligently discuss or even comment upon the problems associated with adjusting and improving the salary structure.

Other Financial Compensations

The faculty recognizes that the administration has been progressive during the past few years in initiating and providing insurance and retirement benefits. Rollins College is a member of the TIAA, which is mandatory after three years on the faculty on a 6-6 matching basis. The faculty also has available Blue Cross and Blue Shield, as well as the Major Medical which gives a $10,000.00 maximum. This is financed 60% by the faculty and 40% by the college. The faculty has been informed that during the last 10 years the rise in cost of benefits to the college has increased from an annual output of $15,000.00 to the present (1960-61) $65,000.00. They are also given Social Security which is paid from salary on a 3-3 basis. The college has a group life insurance plan with

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*(*Editor's Note: The President's annual report to the Board of Trustees, distributed in March, 1962, announced that "Rollins senior professors should receive about $16,000 a year." (P.27) This report has not been published in the usual sense, but it has been made available to the faculty in its original mimeographed form. However, the reports of the President to the Board of Trustees and the actions of the Board are not formally made available to the faculty.*)

a top of $15,000.00 and this is financed on a 50-50 basis.

In a questionnaire sent out to all faculty members and answered by 50 of the full-time faculty, the following results were observed: to the question, "Are you satisfied with the current faculty life insurance?", 82% answered "yes"; 6%, "no"; and 12% did not answer. To the question, "Are you satisfied with the current faculty health insurance?", 90% answered "yes"; 5% answered "no"; and 6% gave no answer. To the question, "Are you satisfied with current faculty retirement plan?", 70% answered "yes"; 12% answered "no"; and 18% gave no ans[illegible] a further question, "Should Rollins hav[illegible]rance to compensate for salary loss du[illegible]ness?", 62% answer "yes"; 22% an[illegible] 16% did not answer. This seems [illegible]orable feeling that the insurance [illegible]uate, except for salary insuranc[illegible]**uld welcome this action.**

It is recommended that each September the Business Office provide each faculty member with an annual statement of individual data applicable to his deductions for the coming year, (as was done in January 1959). This will serve to point out vividly to the individual just how his tax, insurance, and retirement deductions are being distributed.

Other fringe benefits which are available to the faculty include free admission to all athletic events; the use of boating, swimming, and library facilities on the campus; and a beach house available on the Atlantic Ocean for short vacations. Special rates are available for plays and concerts sponsored by the college, and at one of the local golf courses. Meals may be taken in Rose Skillman Hall at a reduced price for faculty. Certain purchases may be made through the purchasing department at current discount rates. Small loan funds are available to meet emergencies. Rollins is a member of Tuition Exchange, and children of regular faculty members are granted full day scholarships to the college.

FACULTY (TEACHING) EFFECTIVENESS AT ROLLINS COLLEGE*

Definition of Faculty Effectiveness

This can be handled most simply if we limit our area of inquiry to classroom effectiveness at helping students to learn content material. Clearly, an effective faculty does more than this and has functions like guiding and motivating students. It is also apparent that teaching effectiveness must be defined differently for various disciplines and areas, perhaps even for different academic levels within a given area. Faculty effectiveness can best be defined in terms of the criteria we use in evaluating it.

Some Possible Criteria for the "Measurement" of Faculty Effectiveness

1. The number of students who complete their academic program relative to the ratios of schools similar to ours.
2. The number of students who go on for advanced training.
3. The relative success of Rollins graduates who do go on for advanced training.
4. Ratings of the faculty by the students.
5. Self-ratings by the faculty.
6. **Some means** for estimating the relative progress and position of the students as compared with students at similar colleges. This is intended to include comprehensive, departmental examinations, the Graduate Record Examination, the STEP Test, and other objective measures of academic progress.
7. The number and quality of students who engage in independent study in some recognizable form.
8. Some measure of student-teacher relations which would include the amount of non-class time spent with students by faculty members.
9. Publications, talks, etc., by faculty members.
10. The number and size of grants given to the college or to individual faculty members for research on academic work.

The adequacy of any one of these criteria is questionable. To some extent, they overlap. To some extent, they may tap areas not directly related to the effectiveness of the faculty. For some subjects, art for instance, they may be largely inappropriate. In general, however, they appear to be reasonable and valid criteria for evaluating faculty effectiveness at Rollins.

The major problem is in applying the criteria within the limitations imposed by time, money, availability of comparison data from other institutions, and the teaching and testing approach used at Rollins.

**See the study of the sub-committee on Education which also covers this area.*

The Present Method for Appraising Individual Faculty Effectiveness

The only evaluation of an individual in which the faculty formally participates is that carried out in the years prior to the granting of tenure. A judgment is made annually by the department or division of which the person is a member. In the case of small departments, an **ad hoc** committee makes the evaluation. The Dean of the College and the President (primarily utilizing recommendations of the Dean and those on the Advisory Committee) also make estimates in regard to the "newer" faculty members. These evaluations determine whether the faculty member should be reengaged and, later, whether he should be granted tenure by the Board of Trustees.

The criteria used in making these judgments of the newer faculty are not clear. No specific standard is used. Unsystematic feedback from students and other faculty members is the essential source of information here. Students and faculty are sometimes asked about a teacher's ability in the classroom. Sometimes they volunteer this information. However, teaching effectiveness is only one aspect of the appraisal. Other qualities such as manners, dress, adjustment to the mores of the school and community, judgment in respect to questions of freedom and controversy, and ability to work effectively with one's colleagues are weighed at least as heavily. All of this information gathered by the President, the Dean, and by various members of the faculty is subjectively analyzed and a judgment made concerning the effectiveness of the individual.

In addition to evaluation of new faculty, an evaluation of the entire faculty is made each year by the graduating seniors and the President's Advisory Committee. The Senior Questionnaire (see Appendix C) (handled by the President) is of interest, but until the information becomes cumulative it is of little value. Each year the questionnaires are tabulated, analyzed, and compared with those of former years by a trustee. It is felt that when a judgment of a faculty member by many students is the same year after year, it should carry considerable weight. The findings, however, are not made public and the use of this data is very carefully handled. Consistently good reports occasionally help in promotions and salary raises; consistently unfavorable ones have sometimes been used to help a person correct a fault which had not been realized.

Summary of an Evaluation Utilizing Some of the Proposed Criteria

Utilizing the figures for incoming freshmen during 1955, 1956, and 1957; that is, those who have had an opportunity to complete their academic program, we find the following percentages of earned degrees:

1955 — 45% 1956 — 38% 1957 — 37%

While data from other schools like Rollins are not available, these figures are in line with national norms.

Of the group which was graduated in 1959, an estimated 20% went on to graduate school or other advanced training. The following year, an estimated 25% of the graduating class went on for advanced training. Of the 129 graduates in 1961, an estimated 35% went on for advanced training. Primarily, these figures represent students going to graduate schools although some of the advanced training was obtained in specialized fields like law and medicine. The consistent increase shown by these figures is, to some extent, a function of a national trend. However, it does indicate both that the faculty does stimulate the interest of the students in various fields and that our students are equipped to meet the entrance requirements for advanced study.

It is extremely difficult to determine the success of our previous students in their advanced training. It is **known** that, during the period 1950-60, 153 Rollins graduates earned advanced degrees. How many others earned degrees not reported to us we do not know. Nor can we estimate the number that attempted to earn degrees. At best, unless such figures are current, they can only reflect the kind of education given at Rollins some 5 to 10 years previously.

One pertinent question in regard to the last two criteria is whether a school such as ours desires or intends primarily to prepare students for advanced training.

Fig. 61, following, on faculty activities gives some indication of the interest and productivity of the faculty in their various disciplines. This seems to relate to teaching effectiveness but it is clear that research interests and the like can, in some cases, hinder ones teaching effectiveness. At any rate, research ability and teaching ability are not synonymous. No specific reason for the general decrease in these scholarly activities during 1959-1960 is apparent.

In the future, comparison data from the student STEP testing program will be available for evaluation. This testing has been conducted for the past two years. We are presently (fall, 1961) constructing local norms and will be able to compare the standing and progress of our students

FIG. 61

FACULTY ACTIVITIES REPORTS

Year	Books Published	Articles of a Professional Nature	Book Reviews	Membership in Professional Societies	Papers Presented at Professional Meetings	Offices Held in Professional Societies	Talks Given	Consultant and Research Activities
1957-1958	5	16	4	144	12	34	120	28
1958-1959	10	20	6	105	9	42	148	25
1959-1960	7	18	3	98	12	30	112	19

with national norms. Some of the criteria that have not been used appear to be at least as valid as those that have been utilized. The choice was dictated by practical reasons, primarily.

The evidence related to teaching effectiveness is thus tentative and ambiguous. No definite conclusion can be stated at this time other than that of subjective judgment. It appears that the Rollins faculty is reasonably effective and that, in general, **we are not satisfied with our effectiveness.** This is as it should be. The final judgment should not be based on this portion of the Self Study Report. Our effectiveness is also a function of things ranging from morale to laboratory space and can not really be determined apart from this larger context.

Increasing Faculty Effectiveness

Whatever our present effectiveness, we should increase it if possible. Several methods for doing this are apparent. First, and of major importance, we need to establish standards and criteria for this area. To a great extent, these criteria should be objective and relate to a measurable aspect of a teacher's performance. We need to be able to evaluate our output, the students. These standards (including those used by the administration) should be as public as the standards the faculty set for the students. This would enable the entire faculty to know what is expected of it and could encompass the varied requirements of individual departments. It will be necessary to include the means for collecting the measurements. If not, we will be left with our present situation — postulated criteria that cannot be utilized because the pertinent data does not exist or because it exists in some form that cannot be readily quantified. When we know more clearly what is expected of us as teachers, we can begin to manipulate some of the variables that current research indicates are important in the education process. This would include class size, "programed" teaching techniques, problem-oriented approaches, and individualized approaches.

ACADEMIC FREEDOM AND FACULTY MORALE

Academic Freedom

The statement of academic freedom and tenure which governs the action of the administration of Rollins College is put forth in Article 2, Section 1, of the Statement of Principles for the Administration of Rollins College (Appendix H). In addition, it may be stated that there are no restrictions on outside employment of full-time faculty members.

To the question, "Does the administration impose limitations on your classroom teaching?", 86% indicated no limitations; 6%, some limitations; 4%, many limitations, and 4% did not answer.

The overall picture from the faculty response indicates that the great majority of the faculty feel that academic freedom is a reality at Rollins.

Faculty Morale

To evaluate the morale of the faculty at Rollins College, a confidential questionnaire was sent to the faculty from the Faculty Committee of the Self Study Program in March of 1961. Fifty of the sixty-seven full-time teaching members of the faculty answered, which represents a 75% response. The following conclusions are drawn from the answers to that questionnaire: the morale of the Rollins faculty is definitely good, for 24% rated their morale as "very high," 46% rated theirs as "high," 20% rated theirs as "average or neutral," 8% rated theirs as "low," and 2% (one member) rated his as "very low."

The sources of greatest satisfaction to the faculty are the physical, social, and cultural environment of the college; the academic freedom which exists as a result of the few or no limitations imposed on classroom teaching by the administration and teachers' colleagues; the satisfaction that teaching here challenges and uses their talents and abilities; and the enjoyment of working with the good students.

Feelings of frustration have been caused by many and varied reasons, but mainly by low salaries; departments needing additional personnel; and the offices, classrooms, and laboratories not being sufficiently cooled in hot weather.*

A majority reported that they were satisfied with the current faculty life insurance, the health insurance, and the retirement plan. On the other hand, a majority (62%) thought the college should have salary insurance (compensation for salary lost due to extended illness). In the questionnaire a degree of apathy was indicated in several areas, especially toward recognizing significant accomplishments made by the faculty in recent years in the areas of its responsibilities. Although the college has a number of active standing committees, two-thirds of the teachers did not list any accomplishments of these committees or of the faculty as a whole. (This reaction could have been due to misinterpreting the wording of the question.) Those who did answer recognized the following as definite accomplishments: the raising of academic standards, the revision of the Bylaws, and the new advisory system. Needed improvements were indicated by the answers to the questionnaire. The majority (66%) thought that the salary scale here should be published for the information of the faculty. A number thought that the college should do more to encourage attendance at professional and learned societies by giving more financial assistance for such attendance. (See Appendix H for present policy on financial assistance to attend meetings.) Also, a number wanted more and better-situated classrooms, especially the teachers who have to use the older and many times remodeled buildings.

FACULTY GROWTH

Discussion

The Rollins faculty members are a progressive, optimistic group of educators. They are loyal to the college and are cognizant of the distinct advantages that they enjoy. The admittedly outstanding advantage is that of academic freedom, specifically that liberty to teach almost completely without interference from their superior officers or their colleagues. Another advantage is that of working in a milieu of informal relations between the administration and the faculty. Most of the faculty find that they can talk with the administrative officers with the ease that exists in casual, friendly conversation. The faculty has a strong influence in the government of the school, and changes in program and policy can be made with relative ease.

They cherish the strongest feature of their teaching effectiveness, that of being able to give individual attention to most of their students. This practice of personal attention has been enhanced by the new faculty advisory system. On the other hand, it is in danger of becoming jeopardized by the growing size of the classes.

Since the faculty members are aware of these benefits and of recent improvements, they are confident that the standards in all phases of the college's life and work will continue to rise.

The individual faculty member is the agent by which the academic standards of the college are transmitted to the student body. In order for Rollins to progress and to maintain a place among the top educational institutions in the future, there are two major problem areas in which the college must strive to press forward. These are:

The attraction and retention of high-caliber faculty personnel. Just as there is an appropriate curriculum for the liberal arts college there is also an appropriate teacher through which the aims of the college can be achieved.

The continual recognition that it is the personal relationship between the student and faculty member, which is the basis of the educational policy of Rollins College. The faculty must be allowed time and energy to expand in this direction. It must also develop more efficient methods of handling both large and small classes, and of controlling the ever increasing demand upon faculty time, in terms of committee work, routine procedures, and the carrying out of janitorial services.

In order to make progress in these areas, it is hoped that the faculty, administration, and trustees will consider the following recommendations for immediate consideration and study.

**See the study of the sub-committee on Physical Plant (Ch. VIII) which also covers this area.*

RECOMMENDATIONS

Certain administrative matters pointed out in context in this section of the Self Study are herewith summarized for sake of emphasis.

1. **Personnel statistics:** since the college is expanding, evidenced by semi-autonomous programs like the Institute of General Studies and the proposed space institute, it is essential that a comprehensive list of the faculty be made available by the administration and be kept up to date at all times.

2. **Faculty stability:** since the faculty turnover is much too large, this should be reduced by concerted action by the faculty itself, the administration, and the Board of Trustees.

3. **Faculty preparation:** since an obvious weakness for the future development of the faculty is the lack of provision for sabbatical leaves, it is recommended that until sufficient funds are available for year-long sabbatical leaves, term-length leaves with full pay should be granted. This would have the added advantage of eliminating part of the present difficulty of replacements for those with a year's leave.

4. **Committee activity:** since essential committee activity is such an important phase of academic and administrative work, and since evidence exists that the college as a whole is not fully informed of committee actions ,each standing committee should report its progress once a year at the regular faculty meetings;

further, since the expansion of the college will result in additions to the faculty, Section 1A of the Bylaws should be changed to read: "No member of the faculty may serve on more than two of the standing committees at any one time," so as to ensure more uniform participation and representation; this can be accomplished more easily, also, if the administration will familiarize itself with the qualifications and limitations on faculty members for committee membership as set forth in the Faculty Bylaws;

further, that since a clearly felt need exists for improved communications at the faculty-administrative level, it would be helpful if (a) direct and systematic reports of the results of Trustees' meetings be given in faculty meetings by the President; and (b) if occasionally the meetings of the Faculty-Administration Committee be devoted to discussions **with the President** of issues of importance to the faculty.

5. **Teaching load:** since academic advising and honors work is, at Rollins especially, an integral part of teaching activity, they should be so recognized and included as part of a full-time faculty member's teaching load, especially in view of the fact that the average teaching load at Rollins **exceeds the maximum load established by the Southern Association.** Further, in the interest of more effective teaching, it is recommended that the Dean of the College annually review the anticipated **service load** of each individual **before** the start of a school year. The load should be adjusted so as to fall between 35-45 hours per weeks. This should be done on an informal and individualized basis.

6. **Teaching effectiveness:** since the major emphasis of this college is effective teaching, the Dean of the College should annually review the anticipated service load of each individual before the start of a school year; the load should be adjusted so as to afll between 35 and 45 hours per week. This should be done on an informal and individualized basis.

Other items of an even more pressing concern follow.

It also is recommended that:

7. steps be taken to implement the clearly felt and often expressed need for a more direct, systematic report to the faculty of Board of Trustee meetings and decisions; further, that steps be taken to implement a similar need for systematic reports made directly to the faculty by the President of indicative decisions emanating from his office on matters vital to the college.

8. the functions of the Faculty Advisory Committee on the General Welfare of the College should be reevaluated so as to bring about more effective and systematic methods of procedure for that Committee.

9. every effort be made to continue to raise faculty salaries so that they become competitive with the **best schools** of our type. If we are to provide quality education at Rollins we must have a quality faculty. The faculty is sympathetic towards the present salary situation, but would welcome knowledge of the minimums and maximums within the various grades, thus providing a more meaningful scale without sacrificing the advantages gained from withholding specific salaries of individuals. Likewise, the faculty would welcome the opportunity to actively cooperate with the administration in this goal of achieving a salary level consistent with the best schools of our type.

10. serious study should be given to the best procedures in attracting and retaining faculty members.

11. Rollins should work toward a standard of not more than 200 student-hours to an instructor and a teaching load of not more than 10 regular class hours per week (on our present compressed term system). When the load of an instructor exceeds either of these limits, he cannot give the personal attention to a student on which Rollins prides itself, and cannot do much in the way of independent study and research. A **practical definition** should be developed for the teaching load expected from a faculty member.

12. the administration set up a modest sum of money each year to be available for research grants each summer by the teaching faculty. That this money be available, upon application and review by an administration-faculty committee, for the support of research, improvement of teaching and course material, study **above** the doctoral level, and activities which lead to constant improvement of staff and their ability to accomplish our stated liberal arts goals.

13. steps be taken to streamline our committee structure and participation. Committee work must be held to a minimum, and more faculty members should participate. Effective and clear channels of communication should be defined between committees and faculty, and faculty and administration. The maximum effort of committee work should be in the formulation of college policies, and not in the administration of such.

14. a more aggressive policy should be stated for encouraging faculty members to attend meetings of their professional societies. Every faculty member should be expected to attend at least one meeting per year of a regional or national society, at college expense. The faculty should cooperate by holding such expenses to a minimum, but should feel free to travel a considerable distance of the situation warrants it.

15. steps be taken to initiate a system for sabbatical leaves. It could begin on a modest scale, but should have well defined limits. The faculty would cooperate by holding to the minimum the need of additional staff when such leaves occur. This would be done by omitting certain advanced classes during the leave period and by accepting some increase in teaching loads during such times.

16. study be made of the feasibility as well as the cost of providing salary insurance.

The Sub-committee on Faculty does not feel that it is in a position to project the institutional needs for faculty personnel over the next 5 to 10 years. The faculty has confidence in the college being able to attract financial resources in the future. However, the number and type of faculty will depend upon curriculum changes and, in our case in particular, upon how much the graduate programs, community course programs, and the proposed space science institute and institute of technology modify the basic liberal arts character of Rollins College.

CHAPTER VII

STUDENT PERSONNEL

The student personnel program at Rollins College (see Fig. 62, below) has received increasing attention in recent years and has been steadily modified and improved. Among the innovations and improvements which have been significant are the following:

(1) The adoption of a program of appointing student assistants in the residence halls for freshmen women.

(2) The establishment of the Rollins Union.

(3) The trial reorganization of the student government with the adoption of a new constitution.

(4) The strengthening of the Interfraternity and Panhellenic Councils to improve both the cooperation of fraternities among themselves and the academic objectives of the college.

(5) The improvement of the attitude and deportment of the students in the college commons, greatly assisted by: the completion of a new building, Rose Skillman Hall; the employment of a hostess; the introduction of a catering service; active student participation in the choice of menus; active student participation in the responsibility for student conduct.

(6) The adoption and inauguration in 1961 of a new program of fraternity rushing which causes less interference with the academic activities of the students.

(7) The inauguration of a new faculty advisers system which provides better exchange of information among advisers.

(8) The establishment of a Senior Honor House for certain women students which permits the occupants to establish their own rules of conduct.

(9) The employment by the Buildings and Grounds Division of an executive housekeeper for all residence halls.

(10) The establishment of a Psychological Services Center by the Department of Psychology.

These changes have revised the student personnel program to meet current modifications in the academic program and the problems arising from an increased enrollment. It is not the practice to admit to residence halls older students who are matriculated in the college; however, they are registered and assimilated in the academic program and in the student body.

FACILITIES FOR HOUSING

This section is concerned with the sociological and psychological implications of housing, not the physical facilities which are described in the Physical Plant Study.

The most serious problems of housing for men will be relieved with the construction of a 192-man dormitory, available in the fall, 1962, thereby eliminating inequalities in housing, overcrowding, and inadequate facilities. The existing housing for women appears to be adequate, although the supervision, equipment, and cleaning leave much to be desired.

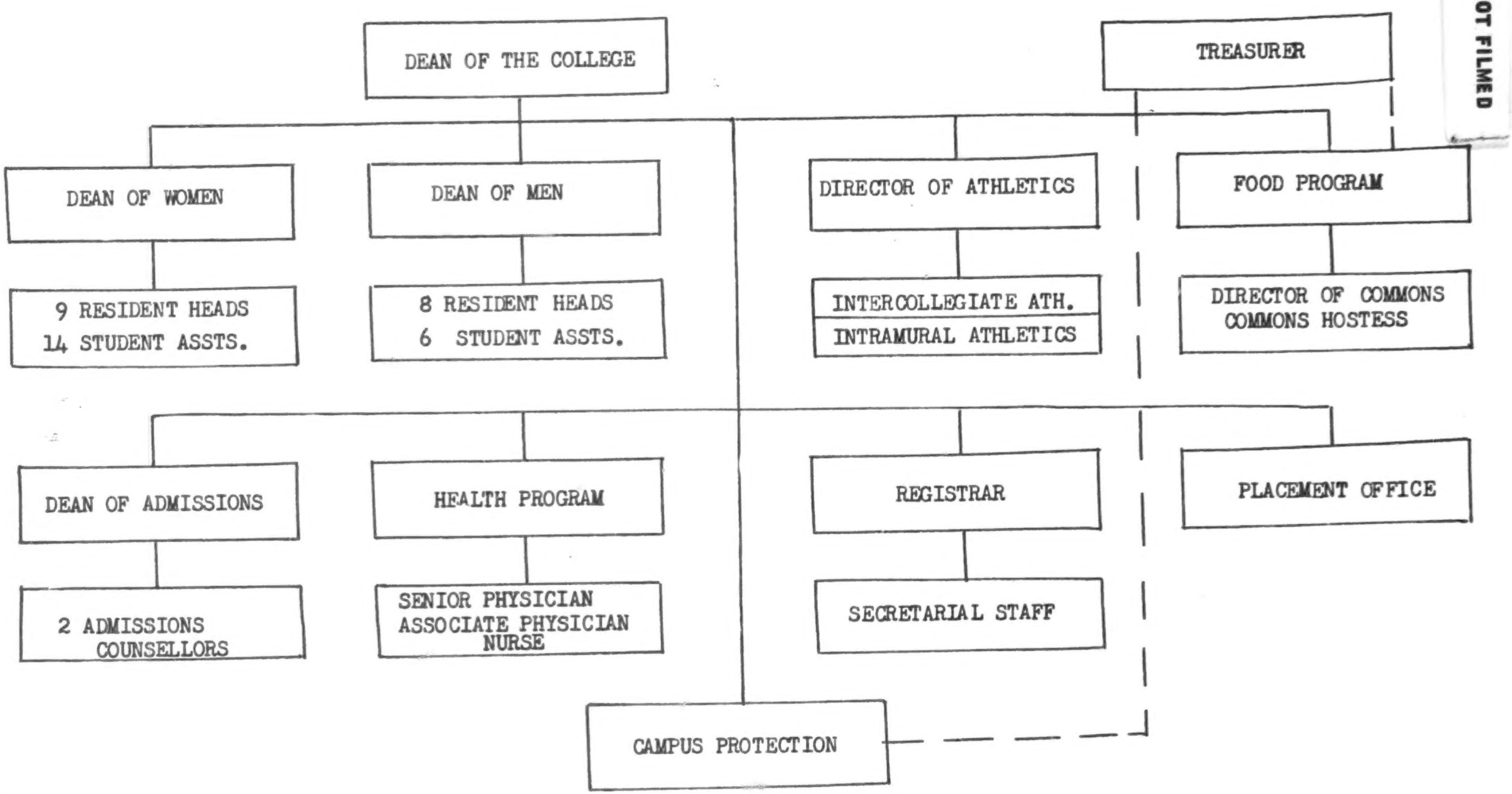
Students usually complain about the furnishing of their rooms, and some of them, despite present controls, try to make unauthorized changes. Most of the fraternities have funds which, although usually dormant, might be diverted to a cooperative decorating enterprise with the objective of stimulating a sense of responsibility and pride and better individual care of the rooms. Usually the imposition of too many restraints on student efforts to improve the atmosphere of their rooms restricts student initiative, but their efforts at interior decoration should be restricted to keep them within the bounds of reason and good taste.

Equipment in the majority of the rooms is far from adequate and does not provide a stimulus for academic study. Beds, bookcases, desks, and chests of drawers are usually inadequate. A ten-year repair and replacement plan would alleviate much of this difficulty.

Many students feel that maintenance and janitorial services in the dormitories are inadequate. Greater student cooperation in the maintenance of rooms should be stimulated. Under a new plan, inaugurated in 1960-1961, women students in Elizabeth Hall care for their own rooms while maids care for the public rooms under the supervision of the housekeeper. This plan will be extended in 1962-1963 to all women's dormitories. In general, it is considered that student maintenance is part of the training for women, but at present male students are not being stimulated to take sufficient pride in the care of their rooms. When the fees are high, students usually conclude that they have paid for room service. Nevertheless, there is a real need for education in maintenance.

Fig. 62

STUDENT PERSONNEL PROGRAM


DEAN OF THE COLLEGE
TREASURER
DEAN OF WOMEN
DEAN OF MEN
DIRECTOR OF ATHLETICS
FOOD PROGRAM
9 RESIDENT HEADS
14 STUDENT ASSTS.
8 RESIDENT HEADS
6 STUDENT ASSTS.
INTERCOLLEGIATE ATH.
INTRAMURAL ATHLETICS
DIRECTOR OF COMMONS
COMMONS HOSTESS
DEAN OF ADMISSIONS
HEALTH PROGRAM
REGISTRAR
PLACEMENT OFFICE
2 ADMISSIONS COUNSELLORS
SENIOR PHYSICIAN
ASSOCIATE PHYSICIAN
NURSE
SECRETARIAL STAFF
CAMPUS PROTECTION

Supervision of the dormitories by resident heads is improving. The resident heads have enough to do to keep them occupied but their pay is inadequate. As a result, the supervision is not as attentive as it might be. The employment of some professionally qualified younger women as resident heads would further improve the situation. At present specific student problems are considered and resolved by the Dean of Women in consultation with the resident heads and the student advisers.

In any event, the immediate attention of the administration to some of the problems relating to housing would result in the improvement of student attitudes, the elimination of student complaints, and the improvement of the general atmosphere and appearance of the dormitories and the campus.

HEALTH AND MEDICAL CARE:

For a college such as Rollins, the problem of student health and medical care has best been resolved by the provision of a dispensary, with the referral of emergency cases to other physicians or to hospitals as the case may warrant (See Fig. 62, above). The dispensary can provide first aid and medication for minor ailments. The provision of hospital care on the campus would be a greater and more expensive undertaking than the size of the student body requires. The Dispensary is a converted private residence and provides adequate office, examination, and interviewing facilities for the medical attention offered the students. At present there are two hospitals within five miles of the college.

At present, a physician is available at the dispensary one hour a day from 9:00 - 10:00 a.m., and a registered nurse is available during the scheduled dispensary hours. The existing building which houses the dispensary and the equipment with which it is supplied are a marked improvement over the old facilities and are adequate for the desired objective. Students have complained and will continue to complain about the services rendered, but in general these complaints are not considered valid.

When students have to consult the physician between 9:00 and 10:00 a.m., there is usually a conflict between their appointments and their academic schedules. Yet the morning hours are best suited for medical consultation and examination, and usually students with real health complaints are better off out of class. The nurse at the dispensary provides excuses for students who consult the physician. She reported that they were genuinely in need of medical care most of the time.

The college has an adequate insurance coverage for each individual student at a cost of $20.00 per $1,000. Medical expenses for accidents are covered to a maximum of $1,000 per accident. Medical expenses for illness are provided only if there is confinement to a hospital or surgery to a maximum of $225 for surgical benefits and $500 for each illness. Any student who does not wish to be insured is asked to sign a waiver of his claims against the college.

Students who desire to consult a physician at other than scheduled hours may be referred by the nurse to one of the two college physicians or to a physician of their own choice. In cases of emergency they are also referred to the Winter Park Memorial Hospital and the Florida Sanitarium. Any student who is seriously injured may be referred to the emergency ward at the hospital.

The college physicians are doctors of excellent reputation and are exceptionally conscientious in their attention to the students. The associate physician is an ex-Air Force medical officer with an experienced eye for the detection of the neurotic or malingering student. The registered nurse is qualified by both experience and training and has a discerning but not unsympathetic attitude in handling the medical problems which arise.

The college has a responsibility to supply limited psychological counseling for students whose personal and emotional problems have their genesis in the college situation. An effort is made to refer students with more serious psychological problems to professional help in the Orlando area.

There are several types of responsibility related to the health program. The college is responsible for making students aware of them and willing to cooperate. The college is not liable if the student neglects to fulfill his responsibility. The students are instructed in the college catalogue:

1) Not to consult an outside physician without previously informing the college physician. This enables the college physician to know the nature and extent of illness or accidents within the student body and to take necessary preventive steps.

2) Not to leave the campus for reasons of health without notifying his Student Dean or the college physician before he leaves.

To relieve the college of charges of negligence and any resulting liability, these instructions and the pertinent information regarding the college policy in cases of illness or accidents could be embodied either in a student handbook or a special handbook on medical care where they cannot be overlooked.

Since the size of the college has been officially restricted to 800 resident students by action of the Board of Trustees, it is considered that the present medical and health facilities are adequate for present needs. If the restriction on size is rescinded, a new survey would be necessary to determine the additional facilities required.

EXTRACURRICULAR ACTIVITIES AND INTERCOLLEGIATE ATHLETICS

The attached chart (Fig. 63) illustrates the organization of extra-curricular activities and intercollegiate athletics, indicating in each area the extent of faculty supervision and sponsorship. In general, both students and faculty appear to be satisfied with this organization.

FRATERNITIES AND SORORITIES

These organizations are autonomous, under the leadership of the Interfraternity Council and the Panhellenic Council, but they are constantly reminded of their obligations to act in accord with accepted conventions and their responsibilities to the college through the supervision of the Student Deans; they are also constantly warned of the possibility of disciplinary action if they flagrantly violate the accepted mores of the college. (See Fig. 64, 65, below) The Interfraternity Council is composed of the representatives of five national fraternities: Delta Chi, Kappa Alpha (Southern), Lambda Chi Alpha, Sigma Nu, Tau Kappa Epsilon, and the X-Club. The Panhellenic Council is composed of representatives of seven national sororities: Alpha Phi, Chi Omega, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Phi Mu and Pi Beta Phi. The organized Independent Men and the Independent Women exist for all students who are not members of fraternities. The organized independent groups enjoy the same privileges as the fraternities and not only compete with them in intramural contests but also participate in the student government.

Outside of the organized Independent Men's and Women's groups, there is a small group of students who choose not to be affiliated with any group.

To evaluate the role of fraternities on the Rollins College campus, it is necessary to consider their activity in regard to [illegible] objectives. The usual charges are made that fraternities regard their immediate objectives of social recreation and good fellowship with a greater sense of importance than they regard their obligations to the college, to socially acceptable behavior, and to their academic objectives. Since the college supplies the fraternities with living quarters and also provides dining facilities in Rose Skillman Hall, the role of fraternities and sororities on the Rollins campus is thereby restricted.

It is possible for all entering men to be pledged to the existing fraternities. Among the women, 64% now belong to sororities. In 1961-62 the quota for membership has been raised to 75%. The principal objectives are service as social units, as academic units, and as sports units.

These organizations do in a real sense fulfil their missions by providing study halls for students so as to encourage academic pursuits, by supporting the intramural program, and by cooperating in the organization of social activities. Their ideal is one of service to others, and their objectives are fundamentally subordinated to those of the college. In general, they do discharge their responsibilities to the college and, in a very real manner ,influence the maturation of the students. The national fraternity authorities occasionally exert some interference in the activities of the local chapters, but this is usually warranted and is in cooperation rather than in conflict with college objectives.

Fig. 63

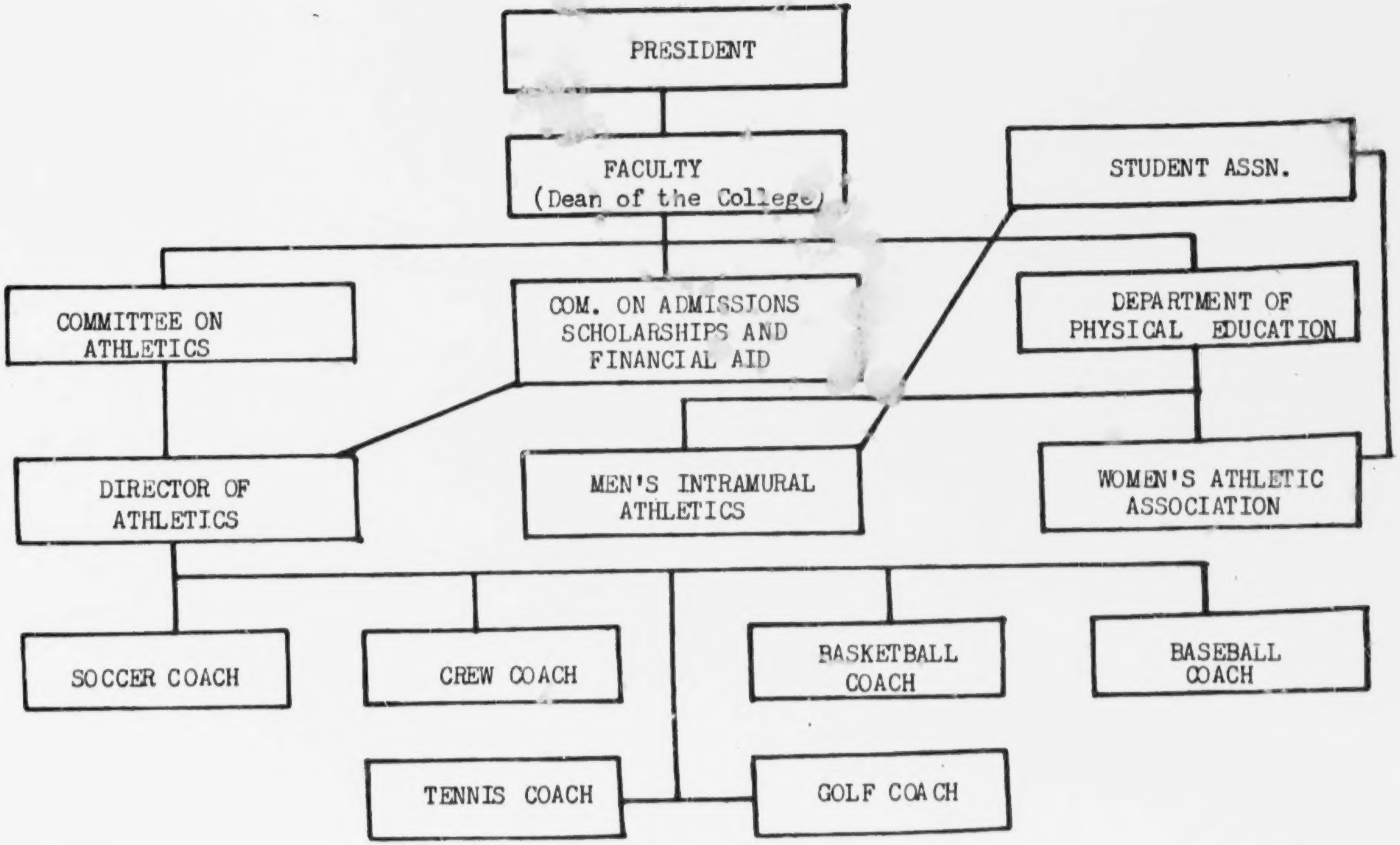

PRESIDENT
FACULTY (Dean of the College)
STUDENT ASSN.
COMMITTEE ON ATHLETICS
COM. ON ADMISSIONS SCHOLARSHIPS AND FINANCIAL AID
DEPARTMENT OF PHYSICAL EDUCATION
DIRECTOR OF ATHLETICS
MEN'S INTRAMURAL ATHLETICS
WOMEN'S ATHLETIC ASSOCIATION
SOCCER COACH
CREW COACH
BASKETBALL COACH
BASEBALL COACH
TENNIS COACH
GOLF COACH

Fig. 64

Administrative Organization for
Student Personnel - Fraternities

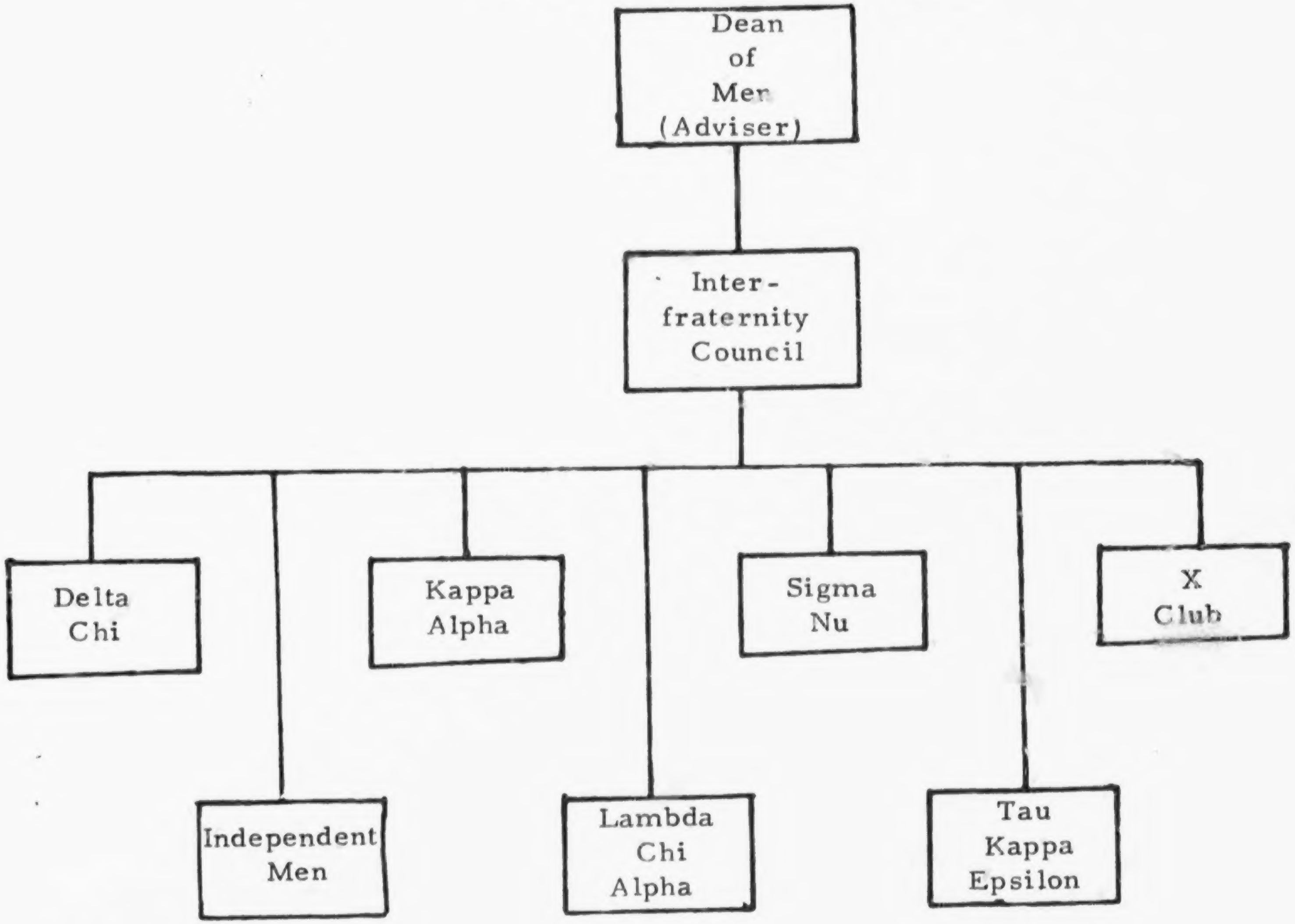
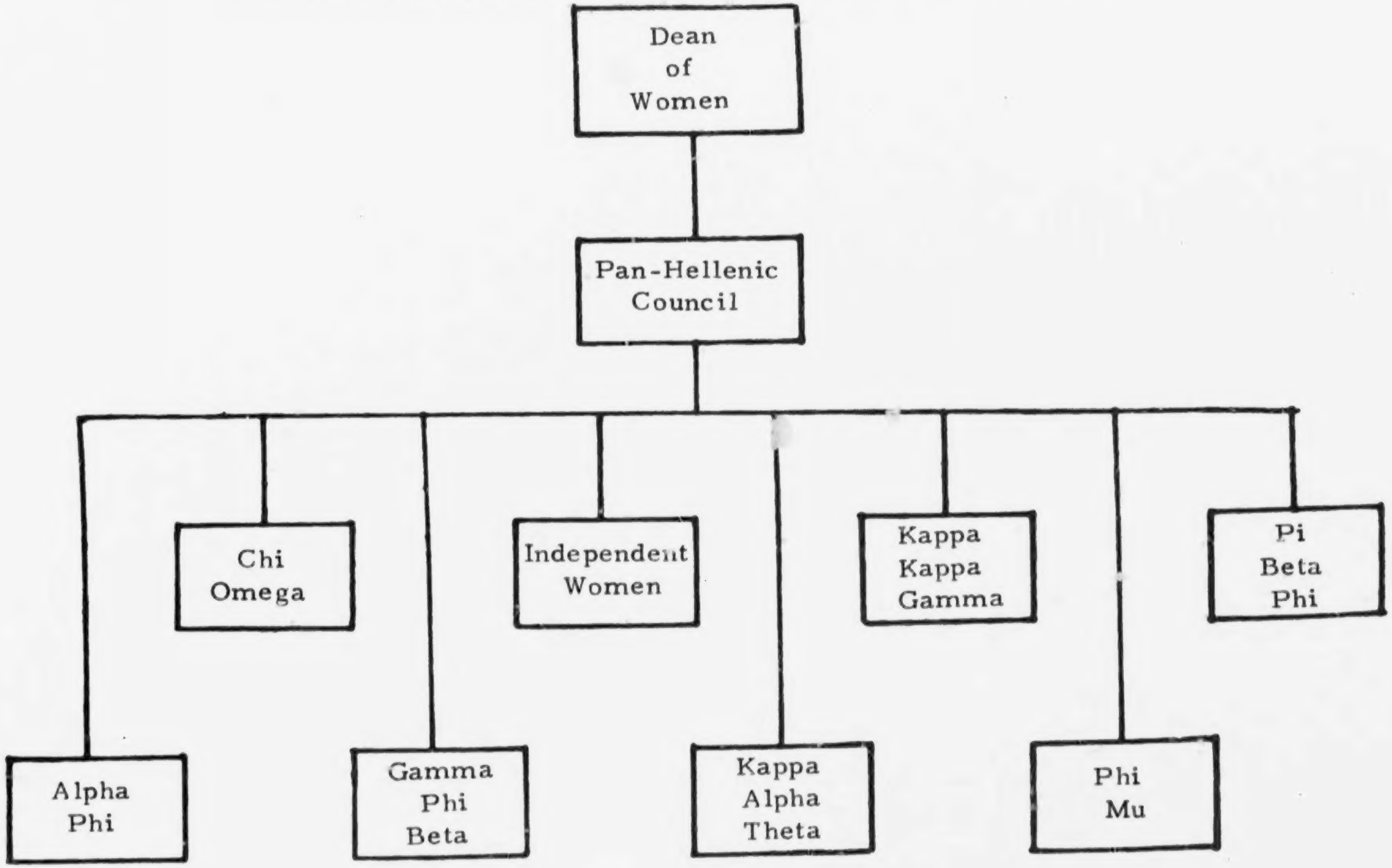

Dean
of
Men
(Adviser)
Inter-
fraternity
Council
Delta
Chi
Independent
Men
Kappa
Alpha
Lambda
Chi
Alpha
Sigma
Nu
Tau
Kappa
Epsilon
X
Club

Fig. 65

Administrative Organization for Student Personnel. Sororities


Dean of Women
Pan-Hellenic Council
Alpha Phi
Chi Omega
Gamma Phi Beta
Independent Women
Kappa Alpha Theta
Kappa Kappa Gamma
Phi Mu
Pi Beta Phi

The fraternities can and frequently do promote a sense of values, loyalty, and cohesion. They stimulate healthy competition in the intramural program. Often, they advance the maturity of the students who have been protected by parental interest. There is a real need, nevertheless, to assist and instruct the fraternities in the more perfect discharge of their responsibilities. This is especially necessary in preventing them from diverting student enthusiasm from academic to social pursuits and extra-curricular activities. The fraternities add to the expense of students, some of whom are already pressed financially. Their rushing and hazing activities, despite the restrictions on hazing, constantly interfere with academic pursuits. They are less valuable in the development of the individual in a small college than in a large university, but they do serve the college loyally and would have to be replaced by less cohesive units if they were eliminated. Individual violations of student decorum are subject to disciplinary action by the local chapters, national fraternity authorities, and the college. Cooperation on the imposition of these restraints and on the attitudes of the local chapters are constantly improving.

As a group Rollins students enjoy a good reputation with local law enforcement authorities and with the student deans. Inasmuch as the fraternities and sororities fill vital needs as active agents of the organization of social and athletic activities, any consideration of their abolition should be restrained by the necessity of finding some better organizations to replace them.

EXTRACURRICULAR ACTIVITIES

Innumerable activities and organizations exist which draw public attention to the college (see Figs. 66, 67, below), such as all-college dances, the Rollins Fiesta, Radio Station WPRK, the Rollins Chapel Choir, the Knowles Memorial Chapel, the Bach Festival, the Annie Russell Theatre, the Fred Stone Theatre, the Rollins Animated Magazine, the Inter-American Activities, the Rollins Singers, the Rollins Music Guild, the Rollins Concert Series, the Organ Vesper Recitals, the Youth Orchestra, the **Tomokan,** the **Sandspur,** the **Rollins Alumni Record,** the 479th Strategic Intelligence Detachment, the Rollins News Bureau, and intercollegiate athletics.

Athletic activities, both intercollegiate and intramural, have always been considered an important part of the educational program. The varied athletic program does not divert the financial resources of the college from the educational program because the objective has always been to build strong bodies as well as strong minds. There are no athletic scholarships as such because all applicants for scholarships are appraised on the basis of scholarship, character, and need.

The other extracurricular activities are either incorporated into the educational program, or are self-supporting, or receive financial support from the Student Association fees. The dramatic program supports not only its own productions but also traditionally contributes to the maintenance of the Annie Russell Theatre and the Fred Stone Theatre. The Knowles Memorial Chapel is an endowed activity. These activities contribute to the development of the students as able participants or as passive listeners and to their general cultural experience and maturation. While it is true that many students accept their responsibilities in extracurricular activities more readily than they do their academic responsibilities, it must also be recognized that the former also contribute to the process of maturation.

STUDENT PARTICIPATION IN THE FORMULATION OF POLICY

Students are not directly involved in the real formulation of college policy. They are, however, in some positions which influence its development to some extent. Elected students are members of the Campus Improvement Committee, the Traffic Committee, the Student-Faculty-Trustee Committee and the College Commons Committee. Student complaints and recommendations are generally considered by the administration of the college and may affect the development of new policies adopted. Students may communicate directly with the President, the Dean of the College, the student deans, or make suggestions as members of the committees listed above.

As a traditional policy, the College encourages the assumption of as much responsibility for self-discipline by the students as they are willing to accept. The recent reorganization of the student government marks another step in this direction. The students have been given permission to operate under the new constitution and bylaws for a two-year test period. Indications exist that the temporary grant of ahutority may become permanent.

Thus far, the students have been unwilling to assume the responsibility for some form of honor system, the absence of which suggests a marked deficiency in the assumption of this responsibility. Yet, the enthusiasm with which they have undertaken a larger role in the maintenance of discipline stimulates the hope that they will be led to explore the means to establish a workable honor system.

Fig.66

Administrative Organization for Student Personnel, Chapel

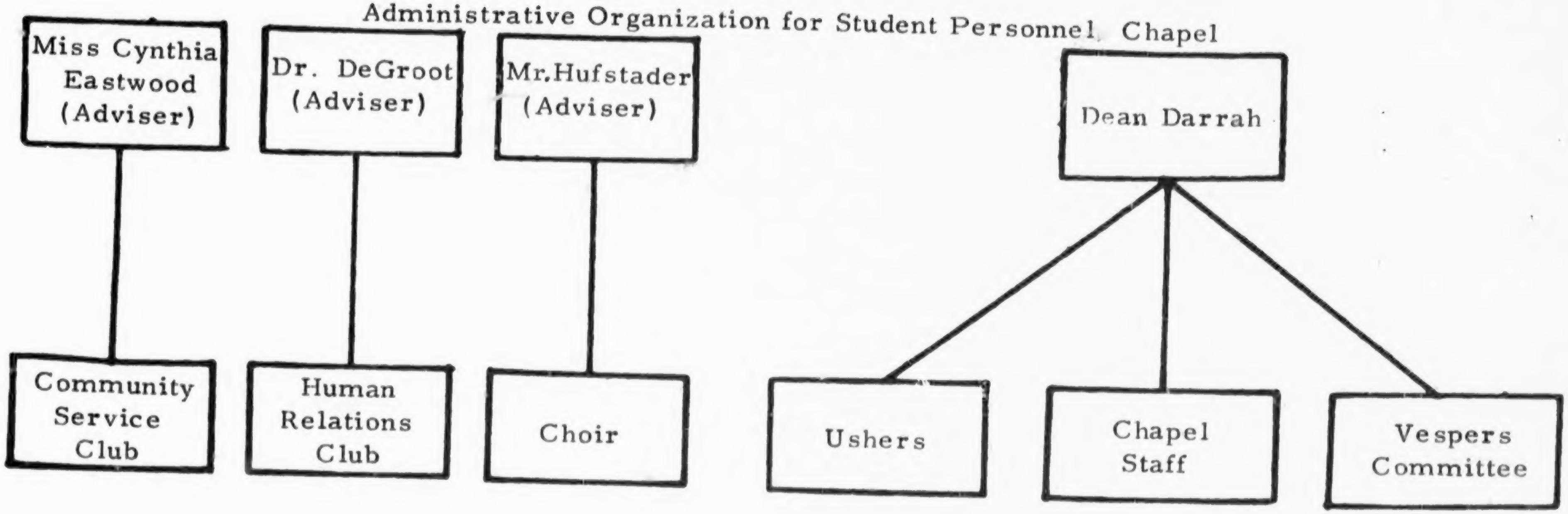
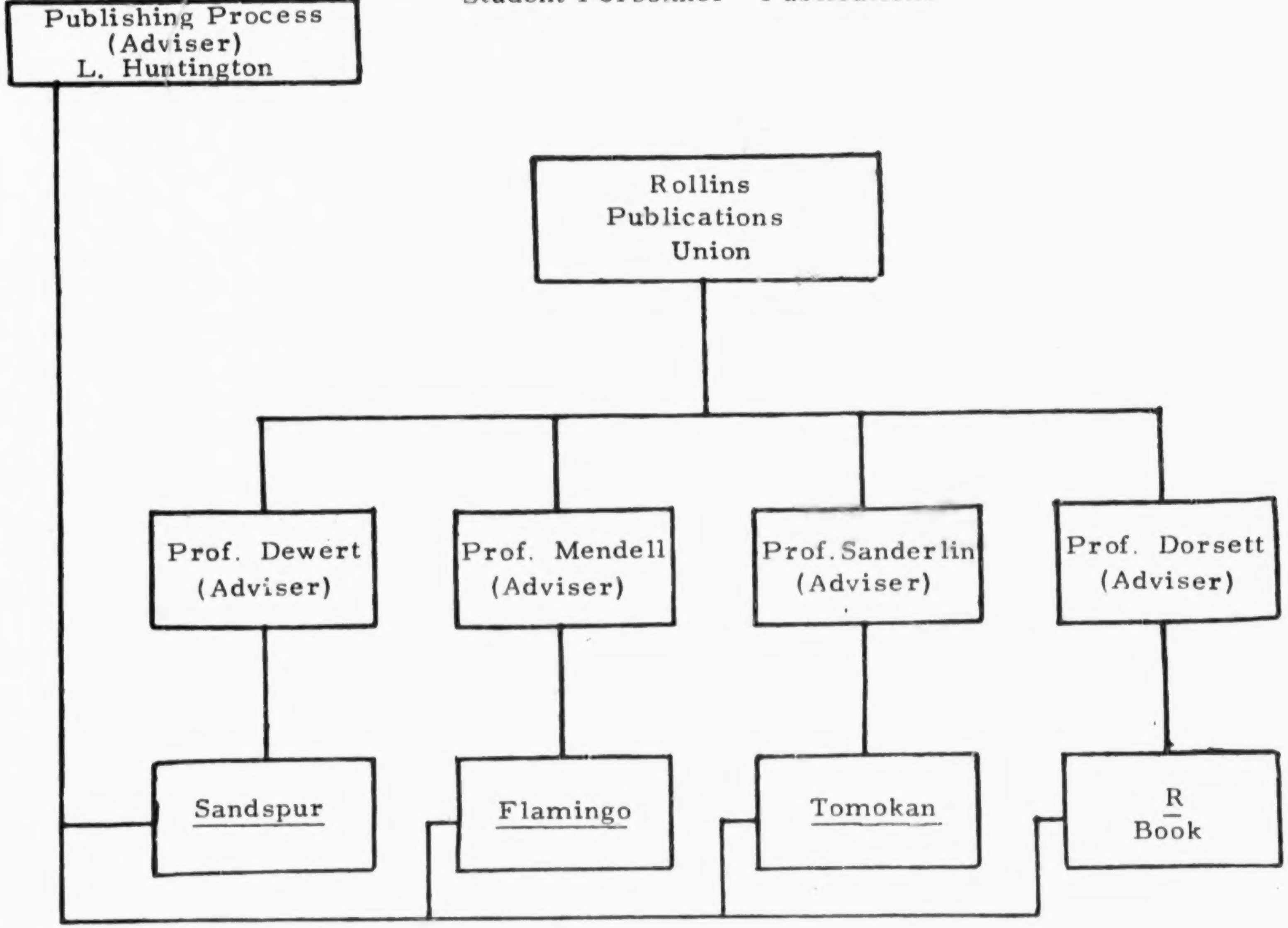

Miss Cynthia Eastwood (Adviser)
Dr. DeGroot (Adviser)
Mr.Hufstader (Adviser)
Dean Darrah
Community Service Club
Human Relations Club
Choir
Ushers
Chapel Staff
Vespers Committee

Fig. 67

Administrative Organization for
Student Personnel - Publications


Publishing Process
(Adviser)
L. Huntington
Rollins
Publications
Union
Prof. Dewert
(Adviser)
Prof. Mendell
(Adviser)
Prof. Sanderlin
(Adviser)
Prof. Dorsett
(Adviser)
Sandspur
Flamingo
Tomokan
R
Book

The existing extracurricular activities seem to satisfy present student needs. One of the greatest needs in strengthening the effectiveness of these activities is the provision of training programs for student leaders.

Selected students may participate in any of the following organizations:

Phi Society: a first year honorary society, promoted by Phi Beta Kappa.

The Rollins Key Society: an honorary society founded in 1937 to foster campus and scholastic activities and promote the welfare of the college.

Omicron Delta Kappa: a national honorary service fraternity installed at Rollins College in 1931.

The Order of the Libra: a small honorary society for junior and senior women, organized in 1935 to recognize balanced living and broad interest and encourage high scholarship, extracurricular activities, generous citizenship, and personal integrity.

0000: an honorary organization for men to create, preserve, and foster the traditions and ideals of Rollins College and develop a spirit of leadership and cooperation in the student body.

Pi Gamma Mu: national honorary society to which social science students are elected by a vote of the chapter.

Theta Alphi Phi: national honorary dramatic society, installed at Rollins in 1938.

Der Deutsche Verein, for students interested in German language, history, or civilization.

Le Circle Francaise: for students interested in French civilization and language.

The Rollins Scientific Society: for undergraduate science majors.

Sigma Xi Club: installed in 1953 to encourage original investigation in science.

Phi Sigma Iota: a national honorary romance language fraternity.

The Spanish Club: to foster better inter-American relations.

The Hamilton Holt Chapter of the Student National Education Association: to encourage interest in the profession of teaching.

Zeta Alpha Epsilon: honorary science fraternity.

The "R" Club: to recognize letter men in some major sport who are invitied to belong.

The Women's Athletic Association: composed of all women students to foster sportsmanship and cooperation in intramural activities.

Women's "R" Club: to recognize those who excel in the intramurals sports program.

The Rollins Players: composed of outstanding dramatic students; presents a series of plays during the year in both the Annie Russell and Fred Stone Theatres.

Rollins Chapel Choir: participates in the Sunday morning services in the Knowles Memorial Chapel.

The Rollins Singers: organized to perform choral works.

Pi Kappa Lambda: a national honorary music society, installed at Rollins in 1935 to encourage eminent achievement in performance and original composition.

The Rollins Music Guild: to promote the musical welfare of the college.

New student organizations must apply to the faculty for recognition and none may be officially organized without the knowledge and approval of that body.

Student activities are regarded as extremely important and they attract public attention to the college. Enough student organizations exist, both social--and honorary, to satisfy the needs of the students. Actually, many students engage in either too many or too few activities.

STUDENT GOVERNMENT

The students have recently organized their student government. Until the new constitution is completed, no definite description of the organization can be given. The new constitution will be a matter of experiment for a year or two before it will definitely be approved by the faculty. At present, representation is given to the fraternities and sororities, each of whom is given one member on the Student Council, and to the independent organizations, each of whom has two representatives.

ACADEMIC RESTRICTIONS

Both academic restrictions and minimums of achievement are required for participation in all extracurricular activities. While academic warning and probation are not considered as punishments, they are intended to give the student opportunity and encouragement to achieve and maintain good academic standing. A student who has been placed on probation is not in good standing and may not represent the college in extracurricular activities, own or operate a motor vehicle, or hold a scholarship. A student who has been placed on warning or probation for unsatisfactory academic standing must complete one term with a satisfactory record **after** being removed from warning or probation before being eligible for initiation into a fraternity or sorority.

A student is ordinarily placed on academic probation under the following conditions:

1) If in any term his academic average for that term is substantially below C--.
2) If at any time his cumulative academic average below C jeopardizes his normal progress toward eligibility for graduation.

In addition, any student who makes himself an undesirable citizen of the campus or community because of unsocial or irresponsible acts or general attitude may be placed on social probation.

A student on social probation may not represent the college as a member of any athletic team, in any extracurricular activity, or in any other way. He is not eligible to hold any college or fraternity office, to participate in any public or intramural activities, to receive financial aid of any sort from the college, or to own or operate a motor vehicle.

PHYSICAL FACILITIES FOR THE STUDENT

Rollins' lack of a gymnasium or field house is one of the primary deficiencies in the physical facilities. The basketball team, for example, has to practice and play all games in one of the neighboring high school gymnasiums; this places it at a decided disadvantage in morale. Nevertheless, the Rollins Alumni, Inc., has undertaken a campaign to raise $500,000 for the construction of the Arthur D. Enyart Field House.

An Olympic type swimming pool would also be of value to the college. Although Lake Virginia offers facilities for swimming and can be used most of the year, it does not possess the advantages necessary for the training of a college swimming team as part of the athletic program. Such an addition is contemplated but no measures have been undertaken for its realization.

The Rollins Union Building was completed in 1948. It is a modern building, redecorated in the summer of 1961, and provides a snack bar, offices for student officials and activities, housing for the college post office, and a large hall for indoor, leisure recreation. The building does not provide adequate space or equipment to meet the needs of student groups, and should be enlarged or replaced as soon as practicable. The building is administered by the Rollins Union, organized in 1960. All members of the faculty, staff, and the student body are members of the Union and are entitled to all of its rights and privileges. It has a policy-making Board of Managers consisting of five students and four members of the faculty. Its chairman is known as the president of the Rollins Union. Its program board consists entirely of students who direct the various recreational programs. It is recommended that a full or part-time trained program director be added to the staff.

Rollins College has adequate tennis courts on which intercollegiate and state competitions are held. Space is available for archery butts. Soccer games and intramural athletic competitions, such as soft-ball, volley-ball, track competitions, and touch football are played on a field known popularly as "Sandspur Bowl," across Holt Avenue from the Rollins Union. Rollins College also has a valuable piece of real estate in Harper-Shepherd Field, located less than a mile from the college on Orange Avenue and devoted to baseball.

Excellent dramatic facilities are offered in the Annie Russell Theatre and the Fred Stone Theatre, with excellent equipment for the presentation of plays and for the training of students. The Annie Russell Theatre, which accommodates less than 500 students, is presently the only auditorium other than the Knowles Memorial Chapel, and the provision of a larger auditorium for the presentation of public lectures and plays would be of great value to the college. The Knowles Memorial Chapel offers facilities of an inspiring nature for the spiritual stimulation of the student.

ORIENTATION PROGRAM

All entering students are required to assemble at the college about a week in advance of the returning students. Each new student is assigned to a small group headed by an upper classman and a faculty member. The orientation program provides the new student with the opportunity to become acquainted with one another and to learn about the history and the objectives and traditions of the college, as well as the physical plan of the campus. Each student is required to take sequential tests in educational progress prepared by the Educational Testing Service. These tests are designed to assist the student and his faculty adviser in the development of an appropriate course of study.

Each freshman student is also assigned to a faculty member of the Academic Advisers Committee. This faculty group meets regularly throughout the academic year to discuss individual students' programs and progress and to share experiences ,reflective thought, and conclusions which can shape a policy that is consistent and uniform, yet considerate of the individual needs and differences of the students.

INTERCOLLEGIATE ATHLETIC PROGRAM

While the Director of Athletics supervises the general athletic program and initiates policies, the eventual decisions relating to athletic policies are made by the President and the Board of Trustees, with the advice of the Dean of the College, who serves as an intermediary for the faculty. Control of athletic policies is also exercised by the faculty through the Faculty Athletic Committee and the Committee on Admissions, Academic Standing, Scholarships and Financial Aid. The Athletic Committee is the one most directly charged with the responsibility of resolving such problems as occur, but the final decision is in every case with the Board of Trustees.

Once the policy is established, the Dean of the College and the Director of Athletics resolve minor problems and administrative details which arise. In matters of new policy, the Director of Athletics makes recommendations to the Faculty Athletic Committee and through it to the Dean, the faculty and the President, and the Board of Trustees.

A maximum of forty students receive scholarships which are based on need and scholarship as well as athletic promise. A certain number of achievement scholarships are set aside to be awarded to qualified students on recommendation by the coaching staff as follows: golf-4; tennis-4; baseball-12; and crew 5 to 8. Under this policy the coaches are permitted to recommend athletes of good character and scholarship, and all of the prospective athletes are interviewed by the coaches. Some members of the faculty believe that this handicaps the intercollegiate program both academically and in athletic performance. Students concerned are admitted not only on the recommendation of the coaches, but also on the basis of need and scholarship, and the final decision rests on the Committee on Admissions, Academic Standing, Scholarships and Financial Aid.

While many athletes who have indicated a desire to attend Rollins are lost because of their desire to obtain full scholarships, the athletic department believes in scholarships for need. That policy places all institutions which adopt it on an equal basis. One college cannot outbid another. The general trend in college athletics appears to be in that direction. Consequently, it may be definitely concluded that at present there are not any athletic scholarships at Rollins. All students are granted scholarship on the same basis.

In any case of conflict in opinion among faculty, students, trustees, administration, and alumni in regard to the athletic program, the final decision is made by the Trustees.

PUBLIC PERFORMING GROUPS

Such groups as the Rollins Players, the Choir, the Rollins Singers and the athletic teams are of great value to the college. They not only serve to publicize it but they provide the students opportunity to witness and present individual skills.

RECORDS

Several sets of records of the Rollins students are kept. During the admissions phase, files are maintained on each applicant by the Admissions Office and contain recommendations and records relating to the secondary school or previous college activity. In the second phase the records are turned over to the student deans and the registrar where they are available for faculty use. The cashier maintains a financial record on the students. The alumni office maintains an additional set of records on the Rollins Alumni with whom they maintain a steady correspondence.

THE ALUMNI

Of a total of 3259 graduates since 1890, the Alumni Office has 2953 names on its lists and the names of 3095 non-graduates. The percentage of graduates with known addresses maintained on file by the Alumni Office is much higher than the national average. The **Rollins Alumni Record** is mailed to all graduates and former students each month from October to June. It contains general news of the college, records alumni activities and class notes, and provides other information.

In 1947, a system of Alumni Reunions was established. Anniversary classes are guests of honor each year at these reunions. All graduates and former students are invited to attend the campus for a three-day celebration on the weekend nearest April 28, the day in 1885 when the college was granted its charter by the State of Florida.

The Rollins Alumni, Inc., was organized in 1953. The affairs of this corporation are directed by a Board of Directors of fifteen alumni, five of whom are elected each year for a term of three years. The Board of Directors elects the Officers of the Rollins Alumni each year. There are three Alumni Trustees on the Board of Trustees of

Rollins College. One is nominated each year for a three year period by the Alumni.

The Alumni organization is self-supporting. Following the establishment of the Alumni Fund in 1955, 40.33 percent of the graduates and approximately 19 percent of the non-graduates have contributed to this fund. Alumni contributions to Rollins College for all purposes and from all sources in 1960-61 totalled $135,807.17. Alumni interest and participation in the affairs of the corporation and the college have improved year by year, especially among the more recent classes. The relations between the college and the Rollins Alumni, Inc., are better now than they ever have been.

THE EMPLOYMENT AND PLACEMENT OFFICE

The Employment and Placement Office functions on a limited budget to assist students to find employment after graduation, and to direct the work program of scholarship students. In the first activity the Director maintains correspondence with potential employers and keeps a library of reference material for students to consult, arranges for company representatives to visit the campus for interviews with the students, and advises the students regarding their employment. The placement office operates on an annual budget of $645.00 excluding salaries. In 1958-59 a total of 53 seniors and 30 alumni registered with the Placement Office. Of these, 28 seniors and 15 alumni accepted employment and 6 seniors and 2 alumni decided to enter graduate school. In 1960-61 73 seniors and 21 alumni registered and 26 seniors and 9 alumni had accepted employment by 1 September 1961. Ten seniors and 1 alumnus went to graduate school, 9 entered the armed services and 13 applications for seniors and 5 for alumni were still pending on September 1, 1961.

In addition the Director advises and assists students in finding summer employment and part-time jobs. In 1959-60 there were an additional 115 students and in 1960-61 108 whose work in campus jobs as part of their scholarship compensation had to be directed by the service. The principal problem confronting the Employment and Placement Office arises from the limited number of students available for recruitment. This restricts the number of potential employers willing to arrange campus visitations.

SCHOLARSHIP AID

The Committee on Admissions, Academic Standing, Scholarships, and Financial Aid is a standing committee of the faculty. It consists of the Dean of the College, as chairman, the Dean of Admissions, the Deans of Students, the Registrar, the Treasurer, and six members elected by the faculty. It operates through three sub-committees: Admissions, Academic Standing, and Scholarships and Financial Aid. The Dean of the College serves as Chairman of each sub-committee. Thus the faculty participates directly in the administration of the scholarship program.

Rollins College awards scholarships to both men and women who have demonstrated promise of academic attainment and future achievement. The stipend accompanying these awards is based on financial need. Parents of all applicants must submit information on the Parents' Confidential Statement, supplied by the College Scholarship Service, Box 176, Princeton, New Jersey. Scholarships are renewable if the students maintain the necessary academic record and exhibit the expected qualities of character and leadership.

Several types of scholarships are offered. (1) A limited number of honor scholarships are offered to outstanding students with superior academic records. The awards vary in amount from $200 to $2,000 depending on demonstrated financial need. One of these scholarships is awarded to a student who has attended a Florida secondary school for not less than three years and whose parents are legal residents of Florida. It is known as the "Florida Honor Scholarship." (2) A limited number of achievement scholarships are also awarded each year. They are bestowed on students who have a strong academic record or indicated talent in a special field, but who are unable to pay the full fee. The stipends vary according to ability and need. The award is divided between work opportunity and direct credit to the account of the student. A limited number of achievement scholarships for day students are awarded in appreciation of the loyal support of the residents of Central Florida to Rollins College. These stipends vary also in accordance with ability and need. (3) An additional 23 endowed scholarships provide funds varying from $50 to $1,400 in amount and are awarded to specialized or upper class students.

In addition to these funds, the college has a number of loan funds from which loans are made to qualified students. Funds have also been made available to the college from the National Defense Student Loan Fund.

The appropriations from the scholarship and loan program vary from year to year, but it is estimated that a reasonable quota of the students receiving financial aid is usually 25 percent. The sources of scholarship aid are provided by current funds, endowment, donations, and the student work program. The gifts applied to financial aid vary from $30,000 to $40,000 a year; endowments for scholarships are approximately $21,000, and a total of some $160,000 in tuition is remitted each year on the basis of need. Rollins College cooperates fully with other institutions in scholarship and admission policies as a member of the College Board Scholarship Program.

The members of the committee who have worked together in the preparation of this section of the Self Study Report believe that the general conduct and sense of responsibility shown by the students at Rollins College is very good. There are obvious areas of the personnel program which need attention and improvement, but it is not only possible but rewarding to make the effort when students such as ours are concerned.

RECOMMENDATIONS

1. A ten-year repair and replacement plan should be adopted for the equipment of student rooms.

2. Men students should be stimulated to take more pride in the campus through participation in its maintenance; women students should make their own beds and care for their rooms, while hired crews clean the halls and public rooms.

3. A visiting psychiatrist should be employed in cooperation with University of Orlando, Florida Southern College, and Stetson University so as to provide adequate psychiatric consultation, when necessary, with a minimum of expense.

4. Pertinent medical regulations and policies relevant to illness or accidents should be incorporated in the student handbook or presented in some way as to preclude their being overlooked by the student, so as to relieve the College of charges of negligence and any resulting liability.

5. The Office of Director of Health Services should be created, with the college medical officers, the nurse, and the visiting psychiatrist responsible to it.

6. A training program for student leadership of those involved in extracurricular activity should be undertaken as a means of strengthening the effectiveness of these activities. At the same time steps should be taken to spread participation in extracurricular activities over a greater number of students.

7. The Placement Office should be regarded primarily as a student personnel activity and its chief officer should be responsible to the Dean of the College.

CHAPTER VIII

PHYSICAL PLANT

The College campus is located on the shores of Lake Virginia, one of many small lakes that enhance Winter Park, Florida. The original fund that established the College amounted to $114,180. This included the land upon which the campus is built. The entire plant, consisting of approximately fifty-five acres, the buildings and equipment, represents an investment of approximately twelve million dollars. Endowment funds total over six million dollars, exclusive of plant.

The physical plant and equipment, including the buildings, grounds, laboratories, apparatus, lighting, heating, ventilation, sanitation, water supply, furniture, as well as the general maintenance is of as high quality as is consistent with the plant and existing conditions. Completeness, appearance, maintenance, and general management, as well as type, quality, and the avoidance of obsolescence have been important factors in the planning and development of the physical plant. A master plan of the campus is available in the Treasurer's Office.

Classrooms are small but adequate. The ratio of faculty to students is eleven to one, so that upper classes are small. In the lower years some classes contain as many as thirty students, but the average class seldom exceeds sixteen.

Boarding and rooming facilities are under the supervision and instruction of the College and provisions are made for frequent and regular inspection and proper supervision in order to maintain high standards of conduct and sanitation. (See also Student Personnel Report, Chap. VII of this Self Study.)

BUILDINGS AND EQUIPMENT

Rollins has a definite pattern of physical development. The original structures are of wood, all of which will be replaced as soon as possible. In the past thirty years, all buildings erected have been masonry, and the architecture has shown a strong Spanish-Mediterranean influence. All buildings are well lighted, well ventilated, and some air-conditioned. The library has facilities for open-shelf use. Twenty-five of the buildings have been erected within the last twenty-five years. Among these buildings are the Knowles Memorial Chapel, the Mills Memorial Library, the Morse Gallery of Art, the Annie Russell Theatre, the Sullivan House, the Woolson House, Orlando Hall, the Shell Museum, La Maison Provencale, the Dyer Memorial, the Administration Building, the Student Center, the Women's residence halls that are connected by a long loggia on one side of the campus, and the similar series of men's halls located on the opposite side. Rex Beach Hall, a new men's residence hall housing fifty-three men, was opened September, 1957. In addition a new women's hall, named Elizabeth Hall, and a new Student Commons, named Rose Skillman Hall, were opened in September, 1958.

Listed in chronological order of construction, the following buildings constitute the physical plant. Repairs have been maintained on many of the buildings, listed below, at a level which prevents deterioration and preserves satisfactory appearance. Although the buildings marked with an asterisk (*) are of such age and type of construction as to make replacement desirable, demolition at this time would deprive the college of needed space for classrooms, offices, or dormitory accommodations. The buildings marked below with a double asterisk (**) are of frame or masonry-and-frame construction, lacking both sprinkler fire prevention systems as well as satisfactory emergency escapes in case of fire. However, two of the buildings in this latter category, Abbott and the Old Infirmary, now (1962, spring) being used for men's dormitory space, will no longer be used for housing students in the fall of 1962 when the new men's residence hall is ready for occupancy.

1. 1885 **THE PARSONAGE, the oldest structure on the campus, is a two-story frame house, and was for seven years the home of the Founding President, Dr. Edward P. Hooker. It was recently headquarters of the Diamond Jubilee Commission, with guest rooms for Diamond Jubilee guests. It is now being restored as a valued landmark. It serves at present as office for the First Vice-President of the College. (1878 sq. ft.)
2. 1886 **KNOWLES HALL, original building burned December 2, 1909. Knowles Hall is the science building. It was restored in 1911. It is a two-story brick with tile roof, and serves as classroom building for natural sciences. A gift of Andrew Carnegie and Mrs. F. B. Knowles, it previously housed the chapel, a museum, and a general classroom. (9482 sq. ft.)
3. 1886 *PINEHURST, three-story frame dormitory for men, designed by G. H. Rand. In 1896, an apartment on the first floor was occupied by President George M. Ward. It was previously used as a dormitory for women, and for classes. (5654 sq. ft., houses 31)

4. 1886 *LAKESIDE, two-and-a-half story frame dormitory for men, designed by G. H. Rand. Originally used as a dormitory for men, it served for a time as a dormitory for women. It will be used fall 1962 as a dormitory for upper class women. (5756 sq. ft., houses 25)

5. 1888 **SPARRELL, two-story frame classroom building, also houses the Speech laboratory. It was previously used as President Calvin H. French's house, for classes of the Conservatory ,and as a dormitory. The gift of Miss E. A. Sparrell in 1906, it has six classrooms with 180 seats. (3376 sq. ft.)

6. 1890 **LYMAN HALL ("Old Lyman"), two-story frame classroom building, also used for the Reading Laboratory. The gift of Frederick W. Lyman, Charter Trustee, it was originally the gymnasium. Remodeled in 1926, it housed at various times the library, conservatory, and the art department. In 1957, it was moved downhill to make room for Rose Skillman Dining Hall. It has nine offices and nine rooms. (7228 sq. ft., seating 225)

7. 1890 **PHYSICAL EDUCATION BUILDING, a one-story frame structure adjacent to Cloverleaf dormitory ,in which Radio Station WDBO, Orlando, first began operations; formerly used to house speech studios and art classes. It has been moved four times. It has both office and classroom space.

8. 1891 *CLOVERLEAF, three-story frame dormitory for women, designed by E. P. Barrows in the shape of a cloverleaf. It originally stood on the site of Carnegie Hall but was moved to its present location in 1908, largely through the personal effort and expense of Mr. and Mrs. McKean. In 1959, Cloverleaf was completely renovated at a cost of some $30,000. The intent was to make it a period dormitory of charm and value. (9552 sq. ft., houses 56)

9. 1908 **CHASE HALL, two-story brick with tile roof, dormitory for men; designed by Whitfield & King, New York, bequest of Loring A. Chase, one of the founders of Winter Park. (6896 sq. ft., houses 36)

10. 1910 **CARNEGIE HALL, two-story brick with tile roof, classroom building; also houses the Center for Practical Politics which operates on a grant from the Falk Foundation. Designed by Whitfield & King, it was a gift of Andrew Carnegie. It has five class rooms. Previously it was used as library and administration offices. (8354 sq. ft., seating 150)

11. 1910 DELTA CHI LODGE, also known as the "Senior Course House," originally built by the Phi Mu Sorority, purchased by the Delta Chi Fraternity then acquired by the college; a frame construction with class room space only, adjacent to Knowles Hall.

12. 1919 **ART BUILDING, a two-story frame structure, adjacent to the new Men's Residence Hall; formerly used as a dining hall. Remodeled in 1958 and air-conditioned for the Art Department, it has studios and faculty office space and a second story apartment which has been used recently to house three men students.

13. 1924 **PELICAN beach house, acquired from Professor Fred L. Pattee, is a frame, two-story structure located at 14th St. on New Smyrna Beach for the use of students, faculty, staff, and alumni both for day and limited overnight visits for a very nominal cost. Permanent chaperones live at the house which is operated under the supervision of the Student Deans. The building has a heating system, showers, and both private rooms and dormitory sleeping arrangements for fraternity and sorority groups.

14. 1925 **HUBBARD COTTAGE, frame construction, three-bedroom residence occupied by Superintendent of Buildings and Grounds.

15. 1925 O'NEAL HALL, two-and-a-half story brick, asphalt tile roof; dormitory for men, previously the Kappa Alpha Fraternity House. (5024 sq. ft., houses 20)

16. 1926 RECREATION HALL, burned March 30, 1960. Not replaced.

17. 1929 ROLLINS HALL, two-story dormitory for men, designed by Richard Kiehnel, Miami. Gift of E. W. Rollins. This building was the first unit of President Hamilton Holt's building program in the Spanish-Mediterranean style of architecture. It has wide porches and covered arcades. Fire-safe masonry construction; no fire escape or sprinkler system. It houses 24 students. (6051 sq. ft.)

18. 1930 **MAYFLOWER HALL, three-story Mediterranean style dormitory for women, designed by Kiehnel, gift of J. Malcolm

Forbes. Part of a beam from the original Mayflower is set into one wall of the living room. (6709 sq. ft., houses 18)

19. 1930 **LINGERLONG, 570 Osceola Avenue, acquired as an investment of the Gary Loan Fund; a two-story frame construction used alternately to house men students and visiting athletic teams.

20. 1930 **OLLIE AVENUE HOUSES consist of three frame structures with studios and offices for the Creative Arts courses for the community. One of the houses was moved to the campus, the others being in their original location.

21. 1930 PUGSLEY HALL, four-story Mediterranean style dormitory for women, designed by Kiehnel. Gift of Cornelius A. Pugsley. (5801 sq. ft., houses 21)

22. 1932 ANNIE RUSSELL THEATRE, Mediterranean structure designed by Kiehnel, it was the gift of Mary Curtis Bok Zimbalist. It seats 434, presents student plays, lectures, concerts and recitals. The sound projection equipment is poor, lighting effects are barely adequate. It was completely air-conditioned in 1961. (38,676 sq. ft.)

23. 1932 KNOWLES MEMORIAL CHAPEL (non-denominational), Renaissance structure designed by Ralph Adams Cram. It was the gift of Frances Knowles Warren in memory of her father, a founder of the College. The Bach Festival, established in 1936, is held here in March of each year. The Chapel is one of the most beautiful buildings in Florida and was completely air-conditioned in 1961. (12,450 sq. ft., seats 860) Lacks sprinkler fire prevention system. Fire-safe masonry construction.

24. 1936 FOX HALL, two-story Mediterranean style dormitory for women, designed by Kiehnel, is named in honor of Caroline A. Fox, a devoted friend of the College. It is an excellent example of Rollins' modern architecture. (4315 sq. ft., houses 21) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

25. 1936 CROSS HALL, two-story Mediterranean style dormitory for women, designed by Kiehnel, it is named for Lucy A. Cross, teacher at Daytona Beach, and a leader in the founding of Rollins. (6583 sq. ft., houses 22) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

26. 1936 LYMAN HALL ("New Lyman"), four-story Mediterranean style dormitory for men, designed by Kiehnel. It was named in honor of Frederick W. Lyman, Charter Trustee, who was instrumental in raising the initial funds required for locating Rollins College in Winter Park. (6330 sq. ft., houses 24) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

27. 1936 GALE HALL, two-story dormitory for men, designed by Kiehnel, and named in honor of Rev. Sullivan F. Gale, Charter Trustee. (2918 sq. ft., houses 18) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

28. 1936 HOOKER HALL, three-story Mediterranean style dormitory for men, designed by Kiehnel. It is named in honor of the founding President, Dr. E. P. Hooker. (6223 sq. ft., houses 21) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

29. 1936 **BARZE HALL AND ANNEX, purchased by the college for the Conservatory music practice buildings. There are five rooms in the main building which has an area of 2300 sq. ft., and six rooms in the annex with an area of 1512 sq. ft. Barze Hall is air-conditioned. Rooms are not of size or shape adapting them to flexible use in classes of different size.

30. 1937 **FRED STONE LABORATORY THEATRE, two-story frame auditorium, remodeled from a house, with funds raised by a student production of "Lightnin'" in which Fred Stone starred. (4151 sq. ft., seats 150)

31. 1938 WOOLSON HOUSE, one-story Mediterranean style structure designed by Kiehnel. It was the gift of Clarle A. Benedict in memory of her aunt, Constance Fenimore Woolson. The building is for the use of the English department. It seats 30. Lacks sprinkler fire prevention system. Fire-safe masonry construction.

32. 1939 STRONG HALL, two-story Mediterranean style dormitory for women, designed by Kiehnel. It was the gift of Har-

riet Corrin Strong. It also has a patio and an outside dance floor. (6466 sq. ft., houses 26) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

33. 1939 DYER MEMORIAL, miniature concert hall designed by Kiehnel, used for student recitals. In the Mediterranean style, it was given by friends and admirers of Susan Hart Dyer, First Director of the Conservatory of Music. (1152 sq. ft., seats 125) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

34. 1940 BEAL-MALTBIE SHELL MUSEUM, designed by Harold Hair in the Mediterranean style, given by B. L. Maltbie to house internationally famous collection of shells presented to Rollins by his friend, Dr. J. H. Beal. (3336 sq. ft.) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

35. 1940 LA MAISON PROVENCALE, two-story French Provincial structure, the first classroom building designed by Kiehnel for the conference plan. It was a gift of Mabel Knowles Gage, daughter of Francis B. Knowles, Charter Trustee, who also left endowment for its maintenance. It contains classrooms for French department and a small apartment. (3078 sq. ft., seats 72 in 3 classrooms) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

36. 1941 THE ROLLINS UNION, one-story Mediterranean style structure containing student recreation room, fountain, college post office (expanded in 1961), and offices in the basement for student publications and the Student Council. Designed by Kiehnel, it was a gift from Frances Knowles Warren. (9447 sq. ft., seats 250) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

37. 1941 ALUMNI HOUSE, one-story Mediterranean style structure containing Alumni offices and lounge for use of returning alumni. It was designed by Kiehnel, and is used for student meetings. (1879 sq. ft., will seat 75 by adding chairs) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

33. 1942 MORSE GALLERY OF ART, one-story Mediterranean style structure designed by Kiehnel. Gift of Jeanette Genius McKean in memory of her grandfather, Charles Hosmer Morse, an early trustee. It is 75% air-conditioned and will seat 125, and the outside patio will seat 200. (2664 sq. ft.) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

39. 1944 CASA IBERIA, one-story stucco Spanish home, purchased with gifts from various friends and used as the inter-American center. This building is partially endowed by a large number of modest gifts. (1725 sq. ft., seats 30) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

40. 1945 **SHOP AND MAINTENANCE BUILDINGS, adjacent to Lakeside Dormitory. Original frame building was acquired as a gift from the Federal Government in 1945. The present concrete block addition was added ca. 1948 by the college through a gift of Mrs. Warren. Contains offices and shops as well as storage.

41. 1945 RANDLE HOUSE, a four-bedroom masonry structure with 120-foot frontage on Lake Virginia in an extremely valuable residential district on Trismen Terrace, Winter Park. A gift of Mr. and Mrs. George B. Randle to create a memorial for Mr. Randle's mother, the house will become the property of the college in January, 1963. The college has used it to house distinguished visitors and lecturers such as Dr. F. S. C. Northrup and others. The property is valued at approximately $150,000.00.

42. 1946 THE ADMINISTRATION BUILDING, designed by George E. Spohn. Gift of Frances Knowles Warren, this building — like the Knowles Memorial Chapel and the Rollins Union — was endowed under the Frances Knowles Warren Trust in 1953. Air-conditioned. (9444 sq. ft.) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

43. 1946 **WARNE HOUSE, purchased by the College, adjoins Barze Hall. It now houses the Psychology Department and the Reading Laboratory. One-story frame

construction; no sprinkler fire prevention system.

44. 1947 CORRIN HALL, two-story Mediterranean style dormitory for women, designed by Spohn. It was a gift of Harriet Corrin Strong in honor of her son, L. Corrin Strong, Trustee and formerly U. S. Ambassador to Norway. (7788 sq. ft., houses 30) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

45. 1947 SULLIVAN MEMORIAL, one-story Mediterranean style structure designed by Spohn, contains a reception room and office; gift of the Algernon Sydney Sullivan Foundation. It houses the famous watch-key collection of Dr. and Mrs. Eugene Randolph Smith. Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

46. 1948 ORLANDO HALL, two-story Mediterranean style classroom building with six class rooms and twelve offices, especially designed by Spohn for the conference plan of education. It was a gift of the citizens of Orlando who also contributed the furnishings and landscaping. (4656 sq. ft., seats 144) Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

47. 1948 **GUEST HOUSE, one-story frame construction, now used only for office space for six faculty. It was a gift of Frances Knowles Warren. (1495 sq. ft.) Lacks sprinkler fire prevention system.

48. 1951 MILLS MEMORIAL LIBRARY, two-story Mediterranean style structure designed by Spohn and J. Gamble Rogers II, gift of Davella Mills Foundation. Contains study room, browsing room, reference room, dark room, projection studio, music rooms, and the studios of WPRK-FM, the College radio station. Five of the six tiers are air-conditioned for the protection of the books. The building is the largest on the campus. It is designed to accommodate the growing library collection for years to come. By January 1, 1961, the collection numbered 110,000 including 7,500 bound periodicals. The spacious T-shaped building has two main floors in the public area, a large basement, and a five-level, all-steel, air-conditioned book stack with a capacity of 150,000 volumes. Reading rooms and individual study desks, seating approximately two hundred fifty persons, are available on both floors. The reference room opens into a shaded patio for outside reading. Adjacent to the reference room are an attractively furnished newspaper and periodical lounge and a map and atlas room. In the basement are the modern broadcasting studios of Station WPRK, a microfilm and microcard reading room ,a photostat laboratory and a dark room, and a projection studio for the presentation of instructional films. The projection studio seats over fifty persons. The library is a depository library for the U. S. Government publications, including maps published by the U. S. Coast and Geodetic Survey. (27,875 sq. ft.) Lacks sprinkler fire prevention system. Fire-safe masonry construction.

49. 1957 **BUTLER BUILDING, a prefabricated structure, used as storage for the Buildings and Grounds Department, located near the Shops and Maintenance Buildings.

50. 1957 REX BEACH HALL, two-story contemporary Mediterranean style dormitory for men, occupied by the Kappa Alpha Fraternity. Designed by John T. Watson, it is named in honor of a famous son of Rollins. (8039 sq. ft., houses 53) Lacks sprinkler fire prevention system. Fire-safe masonry construction.

51. 1958 ROSE SKILLMAN HALL, a dining hall named after the donor, is a contemporary Mediterranean style structure, completely air-conditioned; was designed by J. Gamble Rogers II. (17,044 sq. ft., seats 450) Fire-safe masonry construction.

52. 1958 ELIZABETH HALL, named in honor of Elizabeth Morse Genius, mother of Mrs. Hugh F. McKean. It is a three-story masonry building with a tile roof, built in the shape of a "T". Each floor has study lounges and air-conditioned typing rooms, as well as kitchen and laundry facilities. The building houses 136 women, and each floor has quarters for a Resident Head. Most of the rooms are double, with built-in furniture; traverse curtains shield the sleeper from the rommate who studies late. The main entrance is on the second floor, and the lobby and adjoining lounge are beautifully furnished. The recreation area is on the ground floor, and a third-floor sun deck overlooks the lake. The building also has a service elevator as well as trunk rooms for storing luggage needed once a year.

53. 1959 **NEWS BUREAU, a frame structure given to the college by the City of Winter Park and moved to the campus in 1959; houses offices only.
54. 1960 **DISPENSARY, on Holt Avenue, is a one-story frame building purchased in 1960 to relocate the Infirmary. (1861 sq. ft., Annex 742)
55. 1933 **HOLT HOUSE, 208 Interlachen Avenue, two-story frame dormitory, used alternately for women and men. Previously home of President Hamilton Holt. (6716 sq. ft., houses 16)
56. 1933 **HARMON BUNGALOW, 510 Chase Avenue, one-story brick building built about 1912. Remodeled by means of a fund raised by the Rollins Mothers' Club. The Infirmary was moved to Holt Avenue location in 1960. Now used as men's dormitory, it houses 13. (2358 sq. ft.)
57. 1933 **HARPER SHEPHERD FIELD, located on Orange Avenue, a six-acre plot, with dressing rooms below the grandstands, used for baseball. Gift of Winter Park. (Seats 500)
58. 1955 **ABBOTT HOUSE, 527 Chase Avenue, two-story frame dormitory for men. (2227 sq. ft., houses 10)
59. 1956 **MATHEWS HOUSE, 320 Chase Avenue, two-story frame house used alternately as a dormitory for men and women.
60. 1956 MARTIN HALL, on beautiful Genius Drive, formerly the residence of Dr. John Martin and his wife, Prestonia Mann Martin. It was bequeathed by him to the college and is now the Rollins Conservatory of Music. 6670 sq. ft.) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.
61. 1961 ANDERSEN HOUSE, Ivanhoe Boulevard, Orlando; valued at between one hundred fifty and one hundred seventy-five thousand dollars. May be used as an Orlando adjunct to the college. (10,500 sq. ft.) Lacks satisfactory means of egress in case of fire. Lacks sprinkler fire prevention system. Masonry construction, but with wooden floors and roof frame.

RECENT ACQUISITIONS

1. BAPTIST CHURCH AND ADJOINING BUILDINGS, on Interlachen Avenue. These buildings were acquired early in 1962 (after Baptist Church moved to its new location); they will be used as additional classrooms and lecture halls.
2. MEN'S RESIDENCE HALL, designed by J. Gamble Rogers, Lovelock and Fritz, architects-engineers, for a new men's dormitory which will house 190. Will cost an estimated one and one-quarter million dollars. It is planned for occupancy in the fall, 1962.
3. BOAT HOUSE and DOCKS, completed in summer of 1961, on Lake Virginia.
4. PARK AVENUE SCHOOL, has twenty classrooms, of which seven will be occupied by Rollins College. Purchased in November 1961 for $350,000.

PROPOSED

1. THE DEAN ENYART FIELD HOUSE. Campaign plans have been completed and an all-Alumni drive for $500,000 for this much-needed building for the campus has been underway since November, 1960. With the loss of the long inadequate "Rec" Hall by fire in 1960, the campus is without any indoor athletic facilities. The new proopsed field house will be a two-story building seating 3,000 spectators in the gymnasium. In addition to the main floor, it will include locker and dressing rooms, offices for the athletic department, class rooms and complete facilities for year-round use.
2. SCIENCE HALL. Plans are being formalized for a new science building to be erected at a cost of $2,000,000.
3. OLYMPIC-SIZED SWIMMING POOL. Great thought has been given through various student organizations for the building of a swimming pool. The community lacks one, and the facilities of Lake Virginia are not available from time to time due to water pollution.

MAINTENANCE DEPARTMENT

This department operates under Superintendent of Buildings and Grounds. The function of this department is as follows:

1. Maintenance and repair of all of the buildings and grounds in a neat and presentable manner. Building repairs include all major and minor items: woodwork, painting, plumbing, heating and cooling equipment, and electrical upkeep.

2. Grounds Maintenance — planting and maintenance of shrubs, trees, lawns, and maintaining roads and sidewalks.
3. Supervision of new construction, and engineering the layout of the campus in general. Installation and maintenance of campus sprinkler systems; two units are now in operation; design the layout of such systems as needs require.
4. Engineering, maintenance, construction and operation of campus electrical distribution system; maintain records of current consumption.
5. Campus personnel — hiring, training, and assigning duties in installation of equipment, and maintenance. This department hires all carpenters, plumbers, electricians, janitors, maids, grounds men, truck drivers, and such other persons as campus operation requires, including police and nightwatchman.

Carpenters	2
Electricians	1
General maintenance men	1
General handy men	3
Storekeeper	1
Painter	1
Grounds men	19
Gardener	1
Truck driver	1
Janitors	6
Maids	37
Policemen	1
Nightwatchmen	1
Executive Housekeeper	1
Housekeeper	1
Secretary and Bookkeeper	1

6. Other functions of this department are hard to catalog, since numerous pieces of equipment are made for other departments: furniture, cases, shelving and apparatus for chemistry, physics, etc., plus maintenance, or service to all departments on campus in repair, hauling, etc.

RECOMMENDATIONS

1. It is recommended that the Administration and Trustees proceed with already formulated plans to provide for a logical, efficient growth within the framework of the basic purposes of the college.
2. Wherever possible, steps should be taken to eliminate, as soon as conditions allow, the buildings which are patently uneconomical to operate and for which effective substitute space is available.
3. Plans for the science building, field house, and swimming pool should be pursued with all possible vigor.

The reader is also referred to the sections of this Self Study concerned with the Library and Student Personnel for such recommendations as are made therein about the physical plant.

CHAPTER IX

SPECIAL ACTIVITIES

PART I — THE ROLLINS INSTITUTE FOR GENERAL STUDIES

For many years Rollins College has provided a variety of educational services to the community beyond those usually expected of a liberal arts college for regular full-time students. The creation of programs to serve the needs of different groups of people was recognized as an important activity by the present administration — provided the programs did not detract from the educational objectives of the resident college for undergraduates. Because of the continually increasing demands for educational services in the rapidly growing Central Florida area, it was necessary to exercise restraint in order to maintain the necessary quality. Hence the growth of the programs was steady rather than phenomenal. During the summer of 1961 the community educational services were consolidated into the Rollins Institute for General Studies. The accompanying diagram, Fig. 68, illustrates the relationships of the component parts of the Institute to the College.

The general control and guidance of the Institute for General Studies is under a committee composed as follows:

1. President of Rollins College — Hugh McKean
2. Treasurer of Rollins College — John Tiedtke
3. Dean of Rollins College — Schiller Scroggs
4. Registrar of Rollins College — Richard Wolfe
5. Director of the Community Course Programs and of the School of General Studies — George Saute
6. Director of the Graduate Program in Physics — Dan Thomas
7. Director of the Graduate Program in Business Administration — Charles Welsh
8. Director of the Master of Arts in Teaching Program — W. T. Edwards
9. Dean of the Graduate Program — John Tiedtke
10. A member of the Institute faculty — Murray Landsman
11. Resident director of the Patrick Branch of the Institute — George F. Schlatter
12. Member of the Board of Trustees of Rollins College — Harry J. Carman

For the time being, Dean Scroggs serves as chairman of the committee.

A general description of the Institute and its component parts is given in an eight-page printed brochure entitled "The Rollins Institute for General Studies," September 1961. The first part of this report is designed to provide additional details regarding the Institute.

CREATIVE ARTS DEPARTMENT

An integrated program of courses and private instruction in music, art, dance, and the theatre, for children from pre-school through high school, was first offered in 1951. Later the activities were expanded and better facilities provided, and the program was conducted under the Creative Arts Department.

Appointments and reappointments to the faculty of the Creative Arts Department are made by the President of the College on an annual basis. Mrs. Marion Marwick, Director of the Department, makes the recommendations after consultation with college faculty members in the department concerned. The teachers' salaries are based on a percentage of the fees received for the students' instruction. Mrs. Marwick receives a fixed annual salary; her duties include some teaching assignments.

Most of the activities are conducted in the Creative Arts Building on Ollie Avenue, a few blocks from the campus. The building includes eight private studios and classrooms, a reception room, a business office, a spacious art studio, and a large dance activities room. Modern equipment, including air-conditioning, has made possible a registration of 900 children and adults in 1961-62.

In music, private and class instruction is provided for students from pre-school age through high school, as well as for adults, both professional and amateur, who wish to pursue studies in the above fields. The flexibility required in the successful manipulation of this department is accomplished by accommodating students of all degrees of proficiency. Lessons and classes are geared for beginners and amateurs as well as for those who are preparing for colleges and conservatories. "Refresher" courses can also be obtained by students wishing to review in preparation for graduate study. Arrangements for private and class lessons in music are scheduled for daytime or evening hours, depending upon convenience to students and teachers.

Talented students from each grade level are afforded opportunity for experience in public performance through participation in frequent recitals. The National Piano Guild Auditions are offered to piano students, as well as the Central

Florida Piano Festival, sponsored by the Florida Symphony. The Department is a member of the National Federation of Music Clubs Festival and can participate in the annual auditions offered. Teachers on the faculty are accredited by the Florida State Music Teachers Association. Credit for private music study is granted by local high schools and the State Department of Education to those students who apply and qualify. One-half credit per year is granted. The Florida Symphony Youth Orchestra is also under the aegis of the Creative Arts Department. In conjunction with the Florida Symphony, this organization offers elementary and advanced training in symphonic and orchestral playing for music students of junior and senior high school and college level. Public concerts and television appearances are a regular part of the activities. Advanced members of the orchestra also form the accompanying orchestra for many musicals and operettas produced in the local area. Students from this group have gone on to further studies at such graduate schools as Juilliard, Eastman, and the University of Southern California, or have become members of such professional symphonies as the Florida Symphony, the Baltimore Symphony, and the National Symphony of Washington, D. C.

At the Annual Sidewalk Arts Festival in Winter Park, informal musical programs are presented by faculty members and selected groups of students.

Each spring term a joint project known as "The Spring Thing" is presented by the combined efforts of the music, art, dance, and theatre students.

The growth in interest in art classes for children has resulted in a systematically graded course covering age groups from pre-school to high school levels. From tempera paintings, students advance to water color and oils. The study of design, and work in ceramics and sculpture form an important part of the students' activities. Progressive study is pursued in design, beginning with abstract arrangements of shapes and colors. The aim of this department is to stress each student's finding his own individual approach to art and working his own way from his own experience.

In the theatre classes, emphasis is placed on creative expression, speech, beginning and advanced stage technique, and beginning and advanced play reading. For adults, classes are offered in play reading, acting, and directing.

Special instruction is offered in elementary and advanced study of French and Spanish for elementary through senior high school.

Finally, in the dance classes, emphasis is placed on creative movement, modern dance techniques, and creative traditional rhythms based on qualities of sound, force, and visual design.

SPECIAL NON-CREDIT COURSES AND LECTURE SERIES

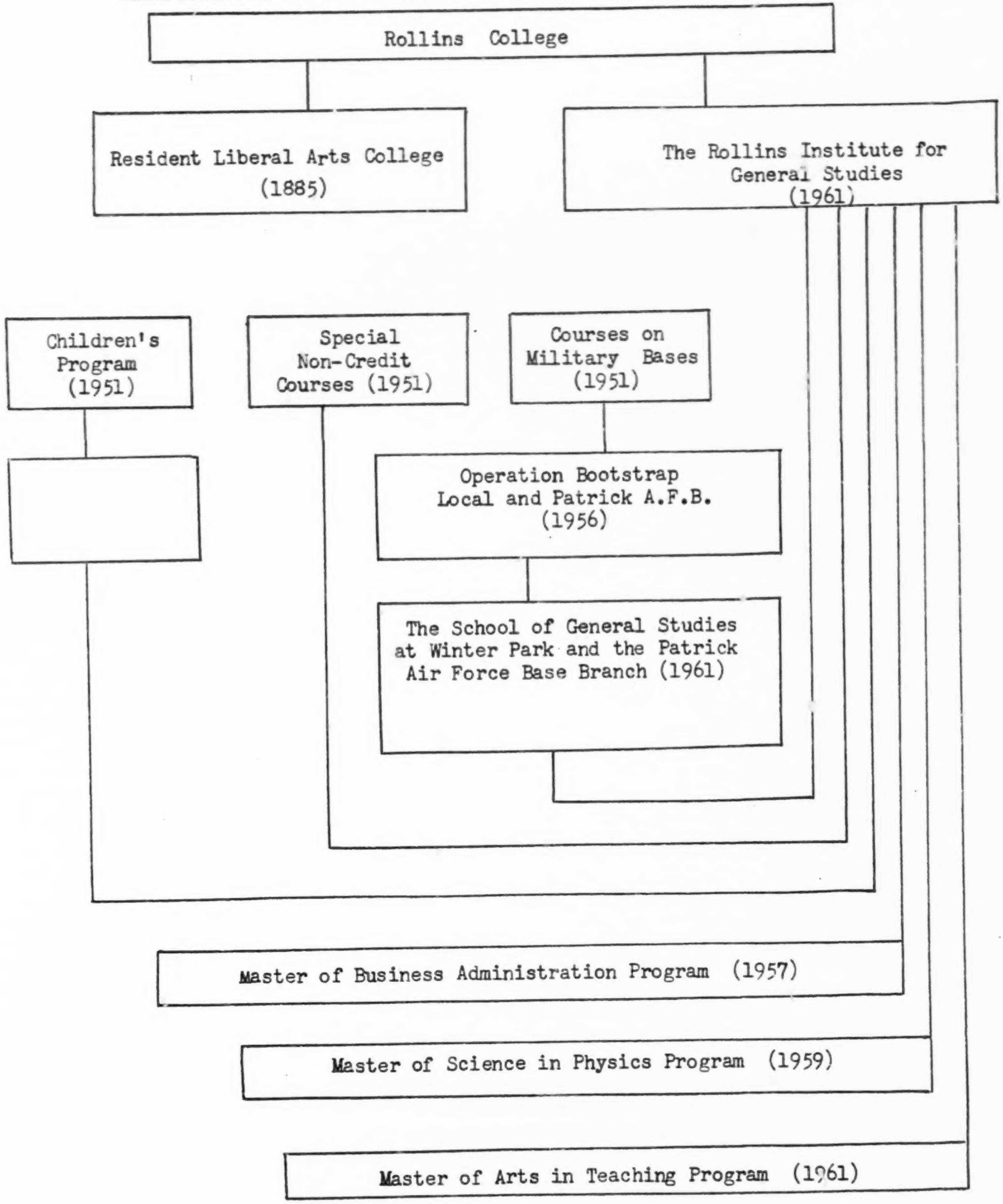
During the administration of the late Hamilton Holt, Rollins College responded to the educational and cultural needs of the community by offering, especially for the winter visitors, extensive lecture series, informal courses, and special events. From 1951 through 1956, this was still a significant part of special activities by the college. In 1953, a typical year of operation, the Community Program offered nine non-credit courses for adults in addition to its credit courses. These were in the fields of anthropology, painting and design, French, Spanish, creative writing, and music. In a typical semester of this year, six courses were conducted for children. Then, as now, the educational program was supplemented by events of interest to the community, namely, the Animated Magazine, a Faculty Recital Series, Organ Vespers. The Bach Festival, the broadcasts of the Rollins Radio Station, WPRK, and a motion picture series.

The type and number of course offerings three years later in 1956 was substantially the same as in 1953. However, an increased number of college credit courses indicated the beginning of the trend in recent years away from widespread demand for non-credit courses. As the Central Florida area developed more industrially, the demand from the community shifted to credit courses and degree programs. In the winter of 1962, the Special Non-Credit Community Course program contained offerings in only three fields, creative writing, drawing and painting, and Spanish.

Reports from instructors now engaged in the program, however, indicate a continued interest on the part of the community. Drawing and painting is a continually developing area of instruction in the Winter Park community. Artists groups, local and visiting professional artists, and museums and galleries in the area all contribute to a growing public awareness of and interest in the visual arts. Under this kind of stimulation many beginners and hobbyists apply for the non-credit art courses, and instruction has been geared to serve persons in this category. Recently, however, it has become necessary to consider expanding the course to include beginning and advanced sections in order to deal effectively with students who have had previous training. Winter residents as a rule make up about one-third of these classes.

Fig 68

ADMINISTRATIVE ORGANIZATION FOR THE INSTITUTE FOR GENERAL STUDIES


Rollins College
Resident Liberal Arts College (1885)
The Rollins Institute for General Studies (1961)
Children's Program (1951)
Special Non-Credit Courses (1951)
Courses on Military Bases (1951)
Operation Bootstrap Local and Patrick A.F.B. (1956)
The School of General Studies at Winter Park and the Patrick Air Force Base Branch (1961)
Master of Business Administration Program (1957)
Master of Science in Physics Program (1959)
Master of Arts in Teaching Program (1961)

THE SCHOOL OF GENERAL STUDIES

The School of General Studies, a part of the Rollins Institute for General Studies, was set up to continue the activities known for the past several years as "Operation Bootstrap"; the activities of the School of General Studies were expanded to provide a program of courses leading to the degree of Bachelor of General Studies for qualified adults in the community, both military and civilian. The United States Air Force will continue its cooperation with the college so that these courses will be available not only on the campus and the nearby Orlando Airi Force Base, but also at the Branch of the School of General Studies on the Patrick Air Force Base.

The primary function of the School will be to provide residence college credit courses in the late afternoon and evening hours. For some people these courses will provide the opportunity to complete work for the degree of Bachelor of General Studies; for others they will serve to fulfill teacher certification requirements or other professional needs; for still others they will provide intellectual enrichment. The School also plans to supplement the courses given in the conventional way by cooperating with approved agencies in offering college-level TV courses for credit.

The operation of the School of General Studies naturally comes under the supervision of the Committee on the Institute for General Studies. In order to implement the policies and in general administer the program, the President has appointed an Executive Committee composed of the Registrar, the Director of the School of General Studies, and a member of the Institute Faculty, under the chairmanship of the Dean of the College. It should be pointed out that much of the **modus operandi** evolved with the development of the program from 1951.

The Bulletin of the School of General Studies for 1962 contains information which does not need to be repeated here. The remarks which follow are designed to clarify some of the features of the program.

In the selection of instructors, regular members of the Rollins Faculty are given priority to teach courses in their respective fields. Appointments outside the regular faculty are generally made in consultation with at least one of the members of the department concerned. All appointments and reappointments outside the regular Rollins Faculty are made on an annual basis. The formula for compensation is 50% of the tuition fees received from the students in the class, but with minima and maxima per three semester-hour course as follows: $300 and $400 for 100-200 level courses; $400 and $500 for 300-400 level courses. In the case of Rollins Faculty members the minimum is $400 and the maximum $500 for all courses.

At the Patrick Air Force Base Branch of the School of General Studies, George F. Schlatter, Brigadier General, U. S. Air Force, Retired, is serving as a full-time resident Director and holds a regular faculty appointment. As part of his duties he teaches one of the mathemaics classes. Class room facilities and administrative offices on the Base are provided by the U. S. Air Force without cost to the college under a contract. This contract entered into between Patrick Air Force Base and Rollins College on May 4, 1961, is a four page document which describes in detail the separate and mutual responsibilities of Patrick and Rollins in the financing and operation of the program, as well as the various regulations to which students must conform. The agreement is available for inspection. Although registration and payment of fees by students is done at the Base Education Office, all the academic and financial records are processed at the college. The library facilities on the Base, while not as good as those available on the college campus, have so far been considered adequate for the courses given.

The supply of scientists and other people qualified to teach college courses, both in Winter Park and in the Patrick and Cape Canaveral area, has made the selection of instructors outside of the regular college faculty a relatively easy one. In spite of the low rate of compensation, many have continued to teach year after year.

With the introduction of a degree program as a distinctive feature of the School of General Studies two important problems had to be faced: 1) the evaluation of previous educational experiences at the college level, which might reasonably be used for credits toward advanced standing; 2) the determination of requirements for the degree. It was felt that the solution of both problems should take into consideration adult needs and interests, which are admittedly different from those of average college youths. In the matter of credits for educational experiences while in military service, the recommendations of the American Council on Education are followed. The details may be found on page 7 of the Bulletin. As to the requirements for the degrees, it was felt that the 128 semester-hours total should include at least 6 hours of English Composition, 12 hours of Humanities, 12 hours of Social Studies, and 9 hours of Mathematics or Science or any combination of the two. Furthermore, at least 30 semester-hours should be upper division 300-400 level type courses. These were considered minimum essentials for a bachelor's degree from a liberal arts college. As for major requirements or concentration in a field, the unavailability of advanced courses in many subjects made it necessary to require thirty hours in five selected areas rather than in one single subject matter field.

Through the years from 1951, the number of courses offered has expanded from half a dozen to twenty or more at each part of the School of General Studies. The number and scope of the courses offered at various times may be learned from examining pages 9-15 of the Bulletin. Before each term or semester, a selection is made from those listed or others of similar caliber for which qualified instructors may be found and for which there is a sufficient demand.

THE GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

The graduate program in Business Administration is a division of the Rollins Institute for General Studies. This program was initially undertaken in the fall of 1957 as an attempt on the part of the college to meet the needs of industry in the area for graduate training in management and administration. It may be helpful to review briefly the genesis and interpretation of the standards which are incorporated in the program.

The broad outline and specific subject matter of the program were drawn up after an extended period of study by the faculty of the Departments of Business Administration and Economics, and by the Graduate Council as constituted at that time. The program follows very closely the synthesis of basic and advanced courses recommended by the American Association of Collegiate Schools of Business. Note has been taken in the development of the program of the numerous studies which have been made in recent years of the educational standards and content of graduate training for business administration; for example, in the summary of findings with respect to Master's Program in Business set forth in "The Education of American Businessmen" by F. D. Pierson, and others, as well as the various symposia published by the American Association of Collegiate Schools of Business. In consequence, the Rollins M. B. A. program is intended fundamentally to provide all essentials, at the level of advanced graduate work, of: quantitative methods, economic theory, public policy, and relevant phases of behavioral science which are united in managerial policy making and in the decision-making process.

All applicants must hold a bachelor's degree from an accredited college to be eligible for admission. Further, all applicants must take the graduate record examination or the test for admission to graduate study in business given by the Educational Testing Service. All courses are at the graduate level — none of the courses is open to undergraduates. A minimum of thirty semester hours of course work and thesis are required, and the normal program is thirty-six hours, extending over a period of two to three years. For employed students, a maximum of six hours per semester of course work is permitted.

All courses are given in the late afternoon and evening on the campus, utilizing regular college facilities. With the exception of those areas in which it has been necessary to seek the services of specialists from industry or the legal profession, all courses are normally taught by regular members of the faculty on a voluntary basis, paid for at a standard fee of $600 per three semester hours.

The program is under the general supervision of the Committee of the Rollins Institute, the Dean of the Graduate Programs, and the Director of the Graduate Program in Business Administration. Annual review of course offerings and facilities is conducted by the Dean and the Director, with the assistance of the staff.

A special section of the library's facilities has been designated exclusively for the use of the graduate students in the M. B. A. program. Under agreement with companies in the area interested in the program, special appropriations have made possible the enhancement of reference resources in the various fields of business administration. Graduate students also have full access to all library services.

Although originally the program was undertaken by approximately thirty students — mostly engineers from companies such as The Martin Company of Orlando — there has been a steady increase, so that during the current academic year of 1961-1962, there are some 134 individual enrollments and 208 class registrations. To date, twenty-one candidates have been awarded the M.B.A. Degree, as authorized and accredited under the Charter of the College.

Course sequences are planned for the individual student at time of entry and are reviewed annually. When the candidate approaches the stage at which he is to undertake thesis work, an adviser is appointed from an appropriate field of interest. The adviser both supervises the work on the thesis and guides the student, especially in any areas such as statistical analysis, accounting, effective communication, or similar sectors of the required subject matter in which weakness is indicated. In many instances it is required that the candidate undertake special research projects to increase facility or skill in special areas.

At the present time there are no graduate assistantships, no fellowships, and no use of graduate students as instructors. The large number of professional and executive personnel enrolled in the program has enhanced the continuing critical scrutiny of both methods and content in the various subject matter fields included in the program; however, the same factor makes inadvisable the utilization of non-professional personnel. It is felt that the Graduate Program in Business Administration has not only fulfilled a real need from the standpoint of local industry and government, but that in many ways it has strengthened the undergraduate departments involved. As the program is still in the growth stage, weaknesses which have been encountered are still in process of correction. Foremost among these are the scope and coverage, on a specialized basis, of reference materials and library holdings. It is anticipated, however, that most if not all of the initial scarcities will be overcome or removed within the next few years.

THE GRADUATE PROGRAM IN PHYSICS

The Rollins College Graduate Program in Physics is a response to urgent community needs. The complexity of the research and development activities of a modern physicist or engineer is such that his continuing education beyond the undergraduate degree is almost a necessity. Our program was started in September of 1959 to provide local physicists and engineers with the basic knowledge and analytical techniques of modern graduate-level physics, and to provide them with the opportunity to earn a Master of Science degree.

The admission requirements, degree requirements, and course program are described in a program brochure which is issued annually. The students are employed by local laboratories and industries, so that most of them take only one course at a time. The courses are given during the evening. Most of the students will require four or five years of part-time graduate work to complete the requirements for the degree.

Enrollments during the three years of the program have been as follows:

	Courses	Registration	Number of students
1959	2	39	38
1960	2	38	38
1961	3	63	37

The disadvantages of the program are those generally inherent in a small-college, evening graduate program in physics. Part-time students do not develop easily the spirit of inquiry that prevails in good, large departments. They have little opportunity to learn from each other outside of class. We are trying to lessen the effects of these disadvantages through a yearly series of graduate lectures and discussion periods, led by outstanding local and visiting physicists. They are held about once a month. The response to these lectures has been good.

The research facilities at Rollins are not adequate to support the thesis research of an appreciable fraction of the graduate students. We have required that the employer of the student make available research facilities if at all possible. So far the system has worked out very well. As the number of students who are ready for thesis research increases, however, we will need additional staff members, even if the local laboratories cooperate to their maximum ability.

The Rollins library facilities have not been adequate for graduate students in physics, but the situation is improving rapidly. The periodical subscription list should be extended, especially for foreign periodicals.

There are some advantages to such a part-time program. Since the course work of a student is spread over four years, a progression in the level of sophistication of the course is possible to a greater extent than in a full-time program. Many of the students have had extensive research and analytical experiences in their careers, and they add to the professional atmosphere of the classes.

We have been fortunate on the quality of our part-time professors in this program. They are all extremely well-trained, able, enthusiastic teachers. The program has gained quite rapidly a local reputation for high quality.

Our recommendations for the improvement of the program include the construction of a new science building (for which the architect is now drawing plans), the employment of an additional physics professor, a mathematics professor, and a department technician (to all of which the Administration is in agreement), continued improvement in the physics and mathematics book and periodical collections of the library, and the addition of an option in engineering physics, for which plans are now under way.

THE MASTER OF ARTS IN TEACHING PROGRAM

The objective of the Master of Arts in Teaching Program is to prepare elementary, secondary, and junior college teachers of high quality. Preparation of secondary and junior college teachers is limited to six academic teaching fields in which the academic offering of the college provides definite interest and support. While constituting a year of graduate study pursued following the receipt of the bachelor's degree, the MAT degree program for each student is planned so that all five years of work are viewed in proper perspective. The flexibility needed to give proper emphasis to three important aspects of teacher preparation is achieved through individualized, thirty-six semester hour programs of study developed for each candidate: (1) to extend his background of liberal studies, (2) to provide necessary courses in education and psychology, and (3) to insure special academic competency in the teaching field.

Since the requirements for teacher certification at the Rank II level in Florida tend to preserve the same balanced emphasis and, further, since the realities of the situation make it advisable for the MAT degree candidate also become eligible for such certification, the individualized programs of study are planned with this in mind. Both the strictly liberal arts graduate and the graduate who took the required courses in professional education can usually complete the work for the degree in a period of time not exceeding the equivalent of one academic year and a six-week summer term. Suitable differentiation of the professional course work is made in terms of teaching level.

PART II — OTHER SPECIAL ACTIVITIES

THE CENTER FOR PRACTICAL POLITICS

The purpose of the Center for Practical Politics is to encourage the participation of citizens in politics through activity in political parties. To this end the Center has the responsibility for counseling both the Democratic and Republican parties of the student clubs on the campus and of relating them to the respective parties in the county, state, and nation.

The program is related to instruction in Rollins College through courses in government and through research projects which involve students in work which instructs them in research skills. Research projects undertaken must be proposed to the center unanimously by the appropriate governing bodies. Thus the center made studies of the cities of Winter Park, Maitland, Casselberry, for example; conducted for the Legislative Interim Committee of the Florida Legislature studies of taxation; and evaluated the Southeastern Industrial Exposition in Orlando this spring. Reports of the center are published, distributed on request to those who desire to make use of them, and kept on file in the College library.

As part of the training program for students, summer internships and special trips are arranged for students. In the summer of 1961, students held internships in the Port of New York Authority; in the city of Fall River, Massachusetts; in the city of Orlando; and in Tokyo, Japan. Advanced study trips to the United Nations are arranged at the end of each fall term, and a special Latin America trip at the end of each winter term. This year the latter group went to Guatemala.

Of particular interest to the students of the center as well as to local television audiences is the television program *PRO & CON*, a public information program produced by the Center for Practical Politics for WLOF-TV, Channel 9, Orlando. The program, one-half hour in length, is telecast live on Wednesday from 8:00 to 8:30 p.m. The audience is estimated at 100,000. In format the *PRO & CON* program provides two distinguished experts each week, representing two clear-cut positions on a controversial issue of general, current importance. The experts are interviewed by a panel of four Rollins College students, two men and two women. The positions are developed by the questions, but the guests are encouraged to take direct, person-to-person argument to strengthen the spontaneous dramatic effect of the program. The panel, supported by moderators, is in charge of the program at all times.

Every effort is made to give wide publicity to the program by announcement in *TV Guide*, by scheduling during a time which will draw a large audience, by coordinated publicity by the WLOF-TV and the Rollins College news staffs, by comments on regular WLOF-TV newscasts, and by summary news releases.

The approach to citizenship represented in center research is summarized in a volume entitled *How To Be An Active Citizen* published by the University of Florida Press.

The Center is supported financially by the following sources:

$10,000 a year, 1957-58, 1958-59, 1959-60, 1960-61, Maurice and Laurel Falk Foundation
$5,000 a year, 1961-62, Maurice and Laurel Falk Foundation
$2,500 a year, 1962-63, Maurice and Laurel Falk Foundation
Received $5,000 from the State of Florida in 1959-60 for tax study.

THE ROLLINS MATHEMATICS SUMMER SCHOOL

From June 19 to July 28, 1961, the mathematics department conducted a Summer Institute for twenty-five mathematically-talented high school boys. The Institute, which was directed by Dr. Bruce B. Wavell, was sponsored by the National Science Foundation. The instructors in this program were Mr. R. S. Wolfe, Mr. Louis M. Edwards, Mr. Ralph N. Naleway, and the director, Dr. Bruce B. Wavell. The courses given were designed to introduce the students to the modern approach to mathematics. Subjects included covered probability and statistics, mathematical logic, mathematics of sets, modern algebra, and principles of digital computers. A series of nine additional lectures on recent applications of mathematics was given by a panel of outside speakers drawn for the University Club of Winter Park, the engineering staff of Martin Company, Orlando, and the faculty of the college.

The National Science Foundation granted $7885.00 to which the college added $1915.00 to carry out the purposes of the program in 1961. It has just been reported that the National Science Foundation has granted $7620.00 to implement the program again in the summer of 1962.

THE DANFORTH SUMMER SCHOLARSHIP GRANTS

The Danforth Summer Scholarship fund is a grant made by the Danforth Foundation three years ago to be used to make it possible for young faculty members who have not yet completed their doctorates to progress toward that end. The choice is usually limited to persons who have had at least one year of experience in the college, although there is no rigid requirement. The usual procedure is for the President's Advisory Committee to discuss, nominate, and recommend persons who might be considered, and for the Dean to approach them to find out whether or not they desire a scholarship. It is usual to ask them to promise to return for the following year if the grant is made. The grant is made locally. It is based on the request of the professor concerned and usually it has been for the full amount requested by him. The grant is practically exhausted now and we do not know yet what the future for it will be.

The recipients and the amounts received to date are as follows:

Bernice Shor	$1700.00
Arthur Wagner	2400.00
Thomas Peterson	1200.00
Leah Koontz	600.00
A. Maynor Hardee	600.00
James R. Wright	600.00
William H. Trapnell, Jr.	600.00
Total	$7700.00

Since the original grant in 1958 amounted to $10,000.00, this leaves a balance of $2300.00.

OTHER FACULTY RESEARCH ACTIVITIES AND DEPARTMENTAL GRANTS

A major part of faculty activities for the last two college years, outside of the classroom teaching and serving on committees, is reported in App. D and E, below. This is further supplemented by the chemistry department (see App. F). Finally, a list of active grants as of November 1961 contains two from the National Science Foundation for physics to Dr. John Ross, amounting to $29,170.00, and one from the National Institute of Health for chemistry to Dr. Don Carroll for $11,200.00. There are other active proposals and planned proposals as shown in Feg. 72.

INTER-AMERICAN CENTER AND CASA IBERIA

The Inter-American Center, established in 1942, as part of the war effort to stimulate interest in and disseminate information about Latin America, was placed on a more permanent basis at Rollins in 1944 with the establishment of Casa Iberia, a building purchased as headquarters for the Inter-American Center by alumni and other benefactors. Casa Iberia is maintained by the income from the Casa Iberia Endowment Fund. There is a Resident Head who does not receive a salary but who does receive board and room provided through the college budget. Activities of the Inter-American program are dependent on special funds raised for the purpose or provided through special endowments.

The Inter-American Center of Rollins seeks to direct the mass movements of students, scholars, and leaders from country to country into creative channels that will deepen international understanding and strengthen the security and peace of the Americas. Operating within this framework are several organizations and activities of varied interests such as the Hispanic Institute of Florida; the Cervantes Festival, which was initiated in 1933 to create a broader understanding of the Hispanic heritage; the Cafezinho Book Review Series, to stimulate interest in the Latin-American fields; and especially a monthly Inter-American Forum established in 1960 for the interpretation and discussion of the crisis in Latin America. Several of the distinguished speakers of this year were John M. Vebber, Executive Director of the North

American Association of Venezuela, who spoke on "Operation Friendship"; Colonel Lawrence C. Mitchell, who spoke on "The Crisis in the Dominican Republic"; Dr. Jose Figueres, Ex-President of Costa Rica, who spoke on "Hemisphere Crisis"; and the Honorable Gonzalo J. Facio, of Costa Rica, who lectured on "Methods of Communist Penetration in Latin America." These forums are normally scheduled at "D" period and all professors who have classes at this time are invited to bring their students to hear the speaker. Another special function of the Inter-American Center this past year was the Pan American Week, April 10-15, 1961, a series of discussions designed to clarify Latin American policies and progress.

ROLLINS FOREIGN FILMS SERIES

Under the joint sponsorship of the Foreign Language Department, the Rollins Union, and the Theatre Department, a total of eight foreign films are being shown in the Annie Russell Theatre. Insofar as possible, films representing the languages taught at Rollins are selected. The films are shown once a month at 7:30 and the Rollins community as well as the general public are invited to attend. Special rates are given to Rollins people, and season tickets are offered with reductions to the public. The showing of the films and the advertising is a student responsibility.

DEPARTMENT OF ARCHIVES AND HISTORICAL RECORDS

The Department of Archives and Historical Records was established by the Trustees in 1954 for the collection, preservation, cataloguing, and arrangement of all items in this department and to make the archives and historical records accessible to those who, duly approved, may wish to use them.

Records that have been turned over officially to this department are stored on the sixth floor of the library, except those which are restricted. Restricted files are located and placed in the vault of the library. Many valuable historical records relating to Rollins have been collected and preserved since the 1930's. During the last three years materials for the Diamond Jubilee Bulletins have been compiled from and by the Archives; biographical sketches of trustees, officials, faculty, and alumni have also been compiled.

This department is financed through the budget of the college. At present, the chief official is an Assistant Archivist, who is a professionally trained and widely experienced cataloguer, assisted by a part-time typist and part-time student assistants. The department is administered by a committee consisting of the First Vice President, the Librarian, and a research associate.

THE ANIMATED MAGAZINE

In 1926 President Hamilton Holt, with the cooperation of Dr. Edwin O. Grover, came forth with one of his most creative ideas in human interchange, that of a living magazine, one in which the artists or distinguished personalities would come in person to the Rollins campus to talk about their work. From this beginning the policy was established that no contributor would be paid for speaking, but would be attracted by the privilege of giving energy to as well as demonstrating faith in the ideal that education comes through personal contact. The contributors to the magazines "published" by Dr. Holt were from all fields of human endeavor and intended to produce a show of diversified interests. Under the editorship of President McKean, however, the publication has progressively tended to replace novelty by a unified interest in a central theme of current concern and dealing with problems or developments of purely educational interests. The magazine is "published" on the college campus during Founders Week in February, and contributions are made by national and international figures.

MUSEUMS

The Thomas R. Baker Museum, housed in Knowles Hall, is a working museum and contains scientific collections of birds, insects, and plants. It is not on public display, is used primarily for study purposes, but may be visited by others on request. The maintenance of this collection is provided for in the biology budget. Part of this museum is the mineral collection used by the geology department and housed in Carnegie Hall.

The Beal-Maltbie Shell Museum occupies a specially designed building on the campus and is maintained by its own endowment as well as a general admission fee of fifty cents except to persons of the college, special groups such as visits by schools, Boy Scouts, and Brownies. It is visited now by approximately 4000 people, the number increasing annually. The Shell Museum is used especially by biology and art design classes. It has its own paid curator but furnishes employment to several students on scholarship.

THE MORSE GALLERY OF ART

The Morse Gallery of Art is organized so that the school and community may benefit from the continually changing exhibits. The scope of the exhibits comprises local, national and international works which are drawn from both contemporary and historic art. The pieces are drawn from such diverse fields as painting, sculpture, graphics, and the crafts.

THE MUSEUM OF LIVING ART

The main purpose of the **Museum of Living Art** is to place **objets d'art** in such a manner that they may be seen and enjoyed, a part of the daily experience of the Rollins family. Each accession is a gift. They come from not only the finer arts but encompass any work which attains to a higher level of significance. Furniture, textiles, ceramics, graphics, a collection of dolls, books, medallions, sculpture, paintings, ethnological and archaeological artifacts are some of these.

THE ALLIANCE FRANCAISE

The Alliance Francaise de Rollins College is a very active organization of the French community composed of people from Winter Park and Orlando, and uses the Maison Provencale as its center of activities. Self-supporting, it utilizes speakers and artists of the vicinity and engages distinguished lecturers from France and elsewhere in the United States. Its programs are entirely in French and seek to stimulate a deep interest in French culture, literature, and government.

DRAMA SERIES

The Department of Theatre Arts produces a series of four or five plays each year; these constitute one of the very impressive accomplishments of the year at Rollins. The productions are subsidized by season tickets and general admission fees for each performance. Generally student talent is utilized but occasionally outside artists are engaged.

CONCERT SERIES

Rollins also has a yearly concert series composed of concerts by its own outstanding artists as well as others of renown. This series is likewise subsidized by subscription and general admission fees.

The Bach Festival Society of Winter Park was founded in 1935. Annual performances have been presented, including the current Festival of 1962 (the twenty-seventh consecutive performance). The Bach Festival Choir, now assisted by orchestral musicians from the Florida Symphony, has as its primary objective the presentation of the great choral masterpieces by J. S. Bach. In the past three Festivals, this repertoire has been expanded to include choral works by composers other than Bach. (Haydn: **The Lord Nelson Mass in D Minor** and **The Creation;** Beethoven: **Mass in C Major.)** Its present director and conductor is Robert Hufstader. The Choir, numbering approximately a hundred singers, is a community organization and includes both students from Rollins College as well as singers from the Orange County area and beyond.

The Bach Festival is administered by a Board of Trustees. The President, John Tiedtke, is Vice-President and Treasurer of the College. It is no way subsidized by the college except that the Festival is held in Knowles Memorial Chapel on the college campus. One of the features of the Bach Festival is the program presented free of charge to students (both high school and college) from the entire state. It is attended annually by an audience of approximately eight hundred.

CHAPTER X

RECOMMENDATIONS*

CHAPTER III Financial Resources.

1. Increase endowment to $10,000,000.
2. Promote wills and annuities programs.
3. Seek greater support for the College from industry — **nationally** and **locally.**
4. Explore all avenues for increasing income.
5. Change the chart of accounts to conform with the classification recommended for colleges and universities.
6. Strengthen admissions standards and increase admissions applications since these would improve the quality of the student body, justify increased tuition charges, and possibly decrease the amount of money now expended on grants-in-aid.

CHAPTER IV Educational Program.

1. We recommend serious attention to the problem of the overall education of the Rollins student. We believe that the present program does not provide proper coherence, integration, and focus for the student's educational program. We support strongly the recent proposal by the Dean of the College for a study and conference on this matter during the next year.

2. The curriculum should be strengthened in the fields of Russian and Far Eastern cultures.

3. For scheduling purposes, we suggest that departments that have five-hour, one-term introductory courses should offer some sections as two-hour, three-term courses.

4. When the program with the Amos Tuck School of Business Administration is over, it should be replaced with another such program.

5. We suggest to the Academic Advisers that they encourage non-science majors to take work in science and mathematics beyond the science requirement for graduation. We suggest to the Science Division that attention be given to the needs of such students for work beyond the elementary level.

6. Replace the present Bachelor of Science degree with the Bachelor of Arts degree for majors in sciences and mathematics.

7. Assign to the faculty of the Conservatory the responsibility and authority for the total curriculum and degree requirements for the Bachelor of Music degree.

8. Create an organization of "major professors" for the advising of students during their last two years. Each department should select well-qualified members for the organization, and should train new faculty members in this responsibility.

9. Change the eligibility requirements so that more students may participate in the independent study program.

10. Initiate a program to make better use of a student's reading time during the summer.

11. Eliminate mid-term grades. Encourage the professors to use the new forms for notices to students and parents.

12. Establish a more comprehensive system of records of Rollins graduates, especially of performance in graduate schools.

CHAPTER V Library

Library staff

Improve the quality of the full-time professional library staff by filling future vacancies with professional librarians and by encouraging and assisting those members of the present professional library staff who are not professional librarians to do the graduate work necessary either to qualify them as professional librarians, or to increase their effectiveness in their respective positions. Improve faculty-library cooperation by giving faculty rank to all members of the full-time professional library staff who are academically and professionally qualified, by handling promotions of members of the library staff considered as professional staff in the same manner as promotions of other members of the faculty, and by continuing efforts to increase salaries to levels comparable with the median salaries for the same positions in other colleges in Group V. Increase the efficiency and effectiveness of the library staff by employing a second trained reference librarian, by transferring extraneous duties from the reference librarian to other members of the library staff, and by promoting increased communication and cooperation between the library staff and the faculty.

Collections

Augment the book and periodicals collection with additional reference material, more current

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**These recommendations are repeated here verbatim, in order of appearance, with no attempt to classify or to emphasize any particular one.* Editor.

books and periodicals, and expensive items to fill in incomplete periodical files. Encourage students and faculty members to return books recalled for temporary use in the library so that the recall system will work more effectively. Strengthen the quality of the library holdings by encouraging all faculty members to cooperate with the librarian in selecting books for their departments, and by encouraging each department to check the holdings of its departments with standards lists and to give the librarian a list of those books to be discarded or placed in storage so that out-of-date books can be weeded from the library shelves.

Use of library

Request faculty members to encourage increased student use of the library by more effective teaching methods and by overnight assignments in reserve books. Encourage faculty members themselves to take more interest in the library and to make greater use of this vital educational resource.

Library Committee

Increase the effectiveness of the Faculty Library Committee by choosing members for their willingness to take a genuine interest in the collections beyond those pertaining to their own departments, by taking care that the Humanities, the Social Sciences, and the Natural Sciences are always represented on the Library Committee, and by encouraging more vigorous action by the Library Committee in the face of the many problems that confront it.

Library expenditures

Bring library expenditures up to the American Library Association minimum ratio of 5% of the total college educational and general expenditures by 1966-67 by increasing the library budget by equal increments each year over the next five years.

Library building

Increase the adequacy of the library building by (1) proper lighting, stacking, and air-conditioning of the unfinished 6th tier of stacks for expansion to relieve present crowded areas and to preserve the college archives, (2) by reshelving of the bound and unbound issues of periodicals for more convenient servicing of them, and (3) by adding additional space and map cases for the storage and use of the growing Maps Collection.

CHAPTER VI Faculty

1. Steps be taken to implement the clearly felt and often expressed need for a more direct, systematic report to the faculty of Board of Trustee meetings and decisions; further, that steps be taken to implement a similar need for systematic reports made directly to the faculty by the President of indicative decisions emanating from his office on matters vital to the college.

2. The functions of the Faculty Advisory Committee on the General Welfare of the College should be reevaluated so as to bring about more effective and systematic methods of procedure for that Committee.

3. Every effort be made to continue to raise faculty salaries so that they become competitive with the **best schools** of our type. If we are to provide quality education at Rollins we must have a quality faculty. The faculty is sympathetic towards the present salary situation, but would welcome knowledge of the minimums and maximums within the various grades, thus providing a more meaningful scale without sacrificing the advantages gained from withholding specific salaries of individuals. Likewise, the faculty would welcome the opportunity to actively cooperate with the administration in this goal of achieving a salary level consistent with the best schools of our type.

4. Serious study should be given to the best procedures in attracting and retaining faculty members.

5. Rollins should work toward a standard of not more than 200 student-hours to an instructor and a teaching load of not more than 10 regular class hours per week (on our present compressed term system). When the load of an instructor exceeds either of these limits, he cannot give the personal attention to a student on which Rollins prides itself, and cannot do much in the way of independent study and research. A **practical definition** should be developed for the teaching load expected from a faculty member.

6. The administration set up a modest sum of money each year to be available for research grants each summer by the teaching faculty. That this money be available, upon application and review by an administration-faculty committee, for the support of research, improvement of teaching and course material, study **above** the doctoral level, and activities which lead to constant improvement of staff and their ability to accomplish our stated liberal arts goals.

7. Steps be taken to streamline our committee structure and participation. Committee work must be held to a minimum, and more faculty members should participate. Effective and clear channels of communication should be defined between committees and faculty, and faculty and

administration. The maximum effort of committee work should be in the formulation of college policies, and not in the administration of such.

8. A more aggressive policy should be stated for encouraging faculty members to attend meetings of their professional societies. Every faculty member should be expected to attend at least one meeting per year of a regional or national society, at college expense. The faculty should cooperate by holding such expenses to a minimum, but should feel free to travel a considerable distance if the situation warrants it.

9. Steps be taken to initiate a system for sabbatical leaves. It could begin on a modest scale, but should have well defined limits. The faculty would cooperate by holding to the minimum the need of additional staff when such leaves occur. This would be done by omitting certain advanced classes during the leave period and by accepting some increase in teaching loads during such times.

10. Study be made of the feasibility as well as the cost of providing salary insurance.

The Sub-committee on Faculty does not feel that it is in a position to project the institutional needs for faculty personnel over the next 5 to 10 years. The faculty has confidence in the college being able to attract financial resources in the future. However, the number and type of faculty will depend upon curriculum changes and, in our case in particular, upon how much the graduate programs, community course programs, and the proposed space science institute and institute of technology modify the basic liberal arts character of Rollins College.

CHAPTER VII Student Personnel

A ten-year repair and replacement plan should be adopted for the equipment of student rooms.

Men students should be stimulated to take more pride in the campus through participation in its maintenance; women students should make their own beds and care for their rooms, while hired crews clean the halls and public rooms.

A visiting psychiatrist should be employed in cooperation with University of Orlando, Florida Southern College, and Stetson University so as to provide adequate psychiatric consultation, when necessary, with a minimum of expense.

Pertinent medical regulations and policies relevant to illness or accidents should be incorporated in the student handbook or presented in some way as to preclude their being overlooked by the student, so as to relieve the College of charges of negligence and any resulting liability.

The Office of Director of Health Services should be created, with the college medical officers, the nurse, and the visiting psychiatrist responsible to it.

A training program for student leadership of those involved in extracurricular activity should be undertaken as a means of strengthening the effectiveness of these activities. At the same time steps should be taken to spread participation in extracurricular activities over a greater number of students.

The Placement Office should be regarded primarily as a student personnel activity and its chief officer should be responsible to the Dean of the College.

CHAPTER VIII Physical Plant

It is recommended that the Administration and Trustees proceed with already formulated plans to provide for a logical, efficient growth within the framework of the basic purposes of the college.

Wherever possible, steps should be taken to eliminate, as soon as conditions allow, the buildings which are patently uneconomical to operate and for which effective substitute space is available.

Plans for the science building, field house, and swimming pool should be pursued with all possible vigor.

The reader is also referred to the sections of this Self Study concerned with the Library and Student Personnel for such recommendations as are made therein about the physical plant.

APPENDIX A

ACTIVE FACULTY — FALL TERM, 1960-61

(c) DONALD S. ALLEN, Professor of Theatre Arts, (1934; 1945)
Tenure: Yes
Highest Earned Degree: M.A.

(c) J. WORTH BANNER, Professor of Foreign Languages and Director of Foreign Language Studies, (1959; 1959)
Tenure: No
Highest Earned Degree: Ph.D.

(c) UDOLPHO T. BRADLEY, Professor of History (1933; 1942)
Tenure: Yes
Highest Earned Degree: Ph.D.

(d) ANGELA P. CAMPBELL, Professor of Spanish; Director of Casa Iberia (1936; 1944)
Tenure: Yes
Highest Earned Degree: M.A.

(c) ALPHONSE CARLO, Associate Professor of Violin and Viola (1942; 1944)
Tenure: Yes
Highest Earned Degree: Teacher's Diploma (No degree)

(c) DONALD W. CARROLL, Professor of Chemistry (1952; 1957)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) JOHN CARTER, Professor of Theory and Composition and Piano (1938; 1949)
Tenure: Yes
Highest Earned Degree: B.M.

(c) ROBERT H. CHASE, Instructor in Theatre Arts (1957)
Tenure: No
Highest Earned Degree: M.F.A.

(c) NORMAN COPELAND, Tennis Coach (1946; 1950)
Tenure: No
Highest Earned Degree: B.A.

(b) THEODORE S. DARRAH, Dean of Knowles Memorial Chapel; Professor of Religion (1947; 1947)
Tenure: Yes
Highest Earned Degree: S.T.B.

(c) NINA O. DEAN, Associate Professor of English (1943; 1947)
Tenure: Yes
Highest Earned Degree: M.A.

(c) DUDLEY E. DeGROOT, Assistant Professor of Sociology (1958; 1958)
Tenure: No
Highest Earned Degree: Ph.D.

(c) WILLIAM H. DEWART, Assistant Professor of English (1956; 1960)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) WILBUR DORSETT, Assistant Professor of English (1946; 1948)
Tenure: Yes
Highest Earned Degree: M.A.

(c) SARA JANE DORSEY, Instructor in Physical Education for Women (1948; 1948)
Tenure: No
Highest Earned Degree: B.S.

(c) PAUL DOUGLASS, Professor of Government (1956; 1956)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) MRS. PATRICIA J. DRABIK, Assistant Professor in Speech (1960; 1960)
Tenure: No
Highest Earned Degree: Ph.D.

(f) EVELYN JENSEN DRAPER, Assistant Archivist (Instructor) (1957; 1960)
Tenure: No
Highest Earned Degree: B.S.

(c) GENEVA DRINKWATER, Professor of History (1952; 1959)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) A. ROSS EVANS, Associate Professor of Business Administration (1949; 1949)
Tenure: Yes
Highest Earned Degree: M.S.

(c) RUDOLPH FISCHER, Associate Professor of French and German (1940; 1946)
Tenure: Yes
Highest Earned Degree: M.A.

(d) MARCUS P. FRUTCHEY, Instructor in Radio and Director of the Radio (Expressive Arts Division) (1954; 1954)
Tenure: Yes
Highest Earned Degree: None

(c) PAUL N. GEISEL, Instructor in Sociology (1960; 1960)
Tenure: No
Highest Earned Degree: Ph.D.

(c) WILLIAM ARNOLD GLASSER, Instructor in English (1959; 1959)
Tenure: No
Highest Earned Degree: M.A.

(d) CATHARINE C. GLEASON, Assistant Professor of Organ; Organist, Knowles Memorial Chapel (1955; 1955)
Tenure: Yes
Highest Earned Degree: B.M., M.M.

(c) LILLIAN H. GLEASON, Associate Professor of Spanish (1960; 1960)
Tenure: No
Highest Earned Degree: Ph.D.

(c) FRANCES W. GOUBAUD, Instructor in Art (1957; 1957)
Tenure: No
Highest Earned Degree: B.S.

(f) BARBARA DALY GRAHAM, Catalog Librarian (Instructor) (1952; 1952)
Tenure: Yes
Highest Earned Degree: A.B.

(c) EDWIN P. GRANBERRY, Irving Bacheller Professor of Creative Writing (1933; 1940)
Tenure: Yes
Highest Earned Degree: B.A.

(c) JOHN B. HAMILTON, Associate Professor of English (1957; 1957)
Tenure: Yes
Highest Earned Degree: Ph.D.

(b) ALFRED J. HANNA, Weddell Professor of History of the Americas; First Vice-President (1917; 1951)
Tenure: Yes
Highest Earned Degree: B.A.

(f) MRS. ALICE McBRIDE HANSEN, Librarian (Professor) (1951; 1952)
Tenure: Yes
Highest Earned Degree: Ed.M.

(c) A. M. HARDEE, Assistant Professor of French (1960; 1960)
Tenure: No
Highest Earned Degree: M.A.

(c) HERBERT E. HELLWEGE, Associate Professor of Chemistry (1954; 1959)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) ROBERT HUFSTADER, Professor of Music; Director of the Conservatory of Music; Choirmaster of Knowles Chapel, (1953; 1953)
Tenure: Yes
Highest Earned Degree: B.M. (Diploma **avec Distinction)**

*(e) LOREN BOYD HILLSINGER, Part-time Instructor in Economics (1960; 1960)
Tenure: No
Highest Earned Degree: LLB.

(e) DANIEL M. HUNTER, Part-time Visiting Lecturer in Law (1958; 1958)
Tenure: No
Highest Earned Degree: LLB.

(c) JOSEPH JUSTICE, Director of Athletics and Associate Professor of Physical Education (1946; 1957)
Tenure: Yes
Highest Earned Degree: A.B.

(c) O'NEILL KANE, Instructor in Business Administration (1960; 1960)
Tenure: No
Highest Earned Degree: B.S.

*(e) FRANK J. KELLER, JR., Part-time Instructor in Education (1957; 1960)
Tenure: No
Highest Earned Degree: M.S.

(c) MARCUS RAY KELLY, Assistant Professor of Education (1960)
Tenure: No
Highest Earned Degree: M. Ed.

(c) MRS. LEAH R. KOONTZ, Instructor in English (1954; 1954)
Tenure: Yes
Highest Earned Degree: B.S.

(c) MURRAY J. LANDSMAN, Assistant Professor of Psychology (1959; 1960)
Tenure: No
Highest Earned Degree: M.A.

(e) FRED LIKELY, Part-time Assistant Professor of Psychology (1957; 1959)
Tenure: No
Highest Earned Degree: Ph.D.

(c) DONALD WALKER LOVEJOY, Assistant Prosor of Geology (1959; 1959)
Tenure: No
Highest Earned Degree: Ph.D.

(c) MRS. FLORA L. MAGOUN, Assistant Professor of Business Education (1935; 1946)
Tenure: Yes
Highest Earned Degree: A.M.

(c) HUBERT MARCOTTE, Assistant Professor of French (1960; 1961)
Tenure: No
Highest Earned Degree: M.A.

(a) HUGH FERGUSON MCKEAN, President, Professor of Art (1932; 1951)
Tenure: No
Highest Earned Degree: A.M.

(c) BENJAMIN M. MCKULIK, Instructor in English (1960; 1961)
Tenure: No
Highest Earned Degree: A.B.

(c) CHARLES S. MENDELL, JR., Professor of English (1936; 1946)
Tenure: Yes
Highest Earned Degree: M.A.

**Non-voting member of the faculty*

(c) RICHARD P. MOMSEN, JR., Assistant Professor of Geography (1960; 1960)
Tenure: No
Highest Earned Degree: Ph.D.

(c) HELEN MOORE, Professor of Piano (1928; 1945)
Tenure: Yes
Highest Earned Degree: B.M.

(f) MRS. LETTY MOREHOUSE, Reference Librarian (Instructor) (1953; 1956)
Tenure: No
Highest Earned Degree: M.A.

(c) DANIEL NYIMICZ, Assistant Professor of Physical Education (1949; 1950)
Tenure: Yes
Highest Earned Degree: M.Ed.

(c) CONSTANCE ORTMAYER, Professor of Sculpture (1937; 1947)
Tenure: Yes
Highest Earned Degree: Equivalent of M.F.A.

(c) AUDREY L. PACKHAM, Professor of Education; Director of Teacher Education (1930; 1947)
Tenure: Yes
Highest Earned Degree: A.M.

(c) JANET PATTON, Instructor in Physical Education (1950; 1954)
Tenure: No
Highest Earned Degree: A.B.

(c) FLEETWOOD PEEPLES, Director of Aquatic Sports (Instructor) (1922; 1922)
Tenure: No
Highest Earned Degree: None

(c) THOMAS FALES PETERSON, Instructor in Art (1958; 1958)
Tenure: No
Highest Earned Degree: M.F.A.

(a) JOHN O. RICH, Dean of Admissions (Associate Professor) (1949; 1960)
Tenure: No
Highest Earned Degree: A.M.

(c) JOSEPH W. ROMITA, Associate Professor of Economics (1959; 1959)
Tenure: No
Highest Earned Degree: Ph.D.

(c) J. ROSS ROSAZZA, Associate Professor of Voice (1950; 1952)
Tenure: Yes
Highest Earned Degree: B.Mus.

(c) JOHN S. ROSS, Associate Professor of Physics (1953; 1959)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) W. STEPHEN SANDERLIN, JR., Associate Professor in English (1958; 1958)
Tenure: No
Highest Earned Degree: Ph.D.

(b) GEORGE SAUTE, Professor of Mathematics; Director of Community Courses (1943; 1946)
Tenure: Yes
Highest Earned Degree: A.M.

(c) EDWARD W. SCHEER, JR., Instructor in Biology 1957; 1958)
Tenure: No
Highest Earned Degree: M.A.

(a) MALCOLM F. SCOTT, Admissions Counselor (Instructor) (1953; 1955)
Tenure: No
Highest Earned Degree: A.B.

(a) SCHILLER SCROGGS, Dean of the College (1958; 1958)
Tenure: No
Highest Earned Degree: Ph.D.

(c) BERNICE C. SHOR, Associate Professor of Biology (1926; 1944)
Tenure: Yes
Highest Earned Degree: M.S.

(c) JANIS SILINS, Assistant Professor of Russian Art (1956; 1956)
Tenure: No
Highest Earned Degree: Ph.D.

(c) RHEA M. SMITH, Professor of History (1930; 1942)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) IRVIN STOCK, Professor of English (1952; 1957)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) WENDELL C. STONE, Professor of Philosophy (1933; 1941)
Tenure: Yes
Highest Earned Degree: Ph.D., LL.D.

(c) DAN A. THOMAS, Professor of Physics (1952; 1957)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) LAURENCE W. THOMAS, Instructor in English (1960; 1960)
Tenure: No
Highest Earned Degree: M.A.

(a) JOHN TIEDTKE, (Professor of Economics), 2nd Vice President and Treasurer (1936; 1951)
Tenure: Yes
Highest Earned Degree: M.C.S.

(c) WILLIAM H. TRAPNELL, JR., Instructor in French (1960; 1960)
Tenure: No
Highest Earned Degree: B.S.

(c) CLINTON W. TROWBRIDGE, Assistant Professor in English (1958; 1958)
Tenure: No
Highest Earned Degree: Ph.D.

(b) DYCKMAN W. VERMILYE, Dean of Men (Associate Professor of Psychology) (1957; 1957)
Tenure: No
Highest Earned Degree: Ed.D.

(c) PAUL A. VESTAL, Professor of Biology; Director of the Thomas R. Baker Museum of Natural Science and the Beal-Maltbie Shell Museum (1942; 1949)
Tenure: Yes
Highest Earned Degree: Ph.D.

(d) ARTHUR WAGNER, Assistant Professor of Theatre Arts, and Director of the Theatre (1957; 1958)
Tenure: Yes
Highest Earned Degree: M.A.

(c) ALEXANDER WAITE, Professor of Psychology (1937; 1942)
Tenure: Yes
Highest Earned Degree: Ph.D.

(a) HELEN L. WATSON, Dean of Women, (Associate Professor) (1956; 1956)
Tenure: No
Highest Earned Degree: M.S.

(c) BRUCE B. WAVELL, Assistant Professor of Philosophy (1959; 1961)
Tenure: No
Highest Earned Degree: Ph.D.

(c) EMILY E. WEBBER, Associate Professor of Music Education and Piano (1960; 1960)
Tenure: No
Highest Earned Degree: Ph.D.

(c) CHARLES A. WELSH, Associate Professor of Business Administration (1955; 1955)
Tenure: Yes
Highest Earned Degree: Ph.D.

(c) GORDON JAMES WILSON, Instructor in Organ and Piano; Assistant Organist in the Knowles Memorial Chapel (1960; 1960)
Tenure: No
Highest Earned Degree: B.A.

(c) ROY A. WILSON, Visiting Professor of Geology (1953; 1953)
Tenure: No
Highest Earned Degree: Ph.D.

(b) RICHARD S. WOLFE, Assistant Professor of Mathematics, Registrar (1957; 1957)
Tenure: No
Highest Earned Degree: M.A.

(c) JAMES RICHARD WRIGHT, Instructor in Spanish (1960; 1960)
Tenure: No
Highest Earned Degree: M.A.

(c) STANISLAV ZIMIC, Instructor in Spanish (1960; 1960)
Tenure: No
Highest Earned Degree: M.A.

Letters in parenthesis preceding names of faculty members indicate:

(a) Administrator, non-teaching
(b) Administrator, part-time teaching
(c) Full-time teacher
(d) Full-time employment, part-time teaching
(e) Part-time employment as teacher
(f) Librarian

FALL TERM 1960-61

Doctorate

Full Time

Banner	NT
Bradley	T
Carroll	T
DeGroot	NT
Dewart	T
Douglass	T
Drabik	NT
Drinkwater	T
Geisel	NT
Gleason, L.	NT
Hamilton	T
Hellwege	T
Lovejoy	NT
Momsen	NT
Romita	NT
Ross	T
Sanderlin	NT
Silins	NT
Smith	T
Stock	T
Stone	T
Thomas, D.	T
Trowbridge	NT
Vestal	T
Waite	T
Wavell	NT
Welsh	T
Wilson, R.	NT

TOTAL 28 (25 men, 3 women -- 15 with tenure, 13 without tenure

Part Time

Likely (less)	NT
Vermilye (less)	NT
Webber (less)	NT
Thorbecke (less)	NT

TOTAL 4=1+

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FALL TERM 1960-61

Masters

Full Time

Allen	T
Chase	NT
Dean	T
Dorsett	T
Evans	T
Fischer	T
Glasser	NT
Hardee	NT
Kelly	NT
Landsman	NT
Magoun	T
Marcotte	NT
Mendell	T
Nyimicz	T
Ortmayer	T
Packham	T
Peterson	NT
Scheer	NT
Shor	T
Thomas, L.	NT
Wright	NT
Zimic	NT

TOTAL 22

17 men , 5 women

11 with tenure , 11 without tenure

Part Time

Campbell (less)	T
Gleason, C. (more)	T
Keller (less)	NT
Saute (more)	T
Wagner (less)	T
Wolfe (less)	NT

TOTAL 6 = 3 +

FALL TERM 1960-61

Bachelor

Full Time

Carter	T
Copeland	NT
Dorsey	NT
Goubaud	NT
Granberry	T
Hufstader	T
Justice	T
Kane	NT
Koontz	T
McKulik	NT
Moore	T
Patton	NT
Rosazza	T
Trapnell	NT
Wilson, G.	NT

TOTAL 15 10 men, 5 women
7 with tenure, 8 without tenure

Part Time

Darrah (more)	T
Hanna (less)	T
Hillsinger (less)	NT
Hunter (less)	NT

TOTAL 4 = 2-

No Degree

Frutchey	T

Diploma

Carlo	T

1 with tenure

No Degree

Peeples	NT

0 with tenure 1 without tenure

FALL TERM 1960-61

Professor

Full Time

Allen	T
Banner	NT
Bradley	T
Carroll	T
Carter	T
Douglass	T
Drinkwater	T
Granberry	T
Hufstader	T
Mendell	T
Moore	T
Ortmayer	T
Packham	T
Smith	T
Stock	T
Stone	T
Thomas, D.	T
Vestal	T
Waite	T
Wilson, R.	NT

TOTAL 20

16 men, 4 women

18 with tenure, 2 without tenure

Part Time

Campbell (less)	T
Darrah (more)	T
Hanna (less)	T
Saute (more)	T

TOTAL 4=2 +

4 with tenure 0 without

FALL TERM 1960-61

Associate

Full Time

Carlo	T
Dean	T
Evans	T
Fischer	T
Gleason, L.	NT
Hamilton	T
Hellwege	T
Justice	T
Romita	NT
Rosazza	T
Ross	T
Sanderlin	NT
Shor	T
Welsh	T

Part Time

Vermilye (less)	NT
Webber (less)	NT

TOTAL 2=1-

None with tenure

TOTAL 14

11 men , 3 women

11 with tenure , 3 without tenure

FALL TERM 1960-61

Assistant

Full Time

DeGroot	NT
Dewart	T
Dorsett	T
Drabik	NT
Hardee	NT
Kelly	NT
Landsman	NT
Lovejoy	NT
Magoun	T
Marcotte	NT
Momsen	NT
Nyimicz	T
Silins	NT
Trowbridge	NT
Wavell	NT

TOTAL 15 13 men , 2 women

4 with tenure , 11 without tenure

Part Time

Gleason, C. (more)	T
Likely (less)	NT
Wagner (less)	T
Wolfe (less)	NT

TOTAL 4=2-

2 with tenure , 2 without tenure

FALL TERM 1960-61

Instructor

Full Time

Chase	NT
Copeland	NT
Dorsey	NT
Geisel	NT
Glasser	NT
Goubaud	NT
Kane	NT
Koontz	T
McKulik	NT
Patton	NT
Peeples	NT
Peterson	NT
Scheer	NT
Thomas, L.	NT
Trapnell	NT
Wilson, G.	NT
Wright	NT
Zimic	NT

Part Time

Frutchey (less)	T
Hillsinger (less)	NT
Hunter (less)	NT
Keller (less)	NT

TOTAL 4=2

1 with tenure
3 without tenure

TOTAL 18 14 men , 4 women

1 with tenure , 17 without tenure

Full-Time Teaching Faculty Working Toward Advanced Degrees

	Where	When
Doctorate:		
Chase		
Glasser	U. of Florida	—
Hardee	U. of California	1962
Kelly	U. of Florida	—
Landsman	U. of Florida	1962
Marcotte	Yale	1965
McKulik	U. of N. Carolina	—
Scheer	Cornell	—
Wagner	Stanford	1962
Wright	Middlebury	—
Zimic	Duke	1962
Master's:		
Dorsey	U. of N. Carolina	—
Kane	Rollins	1962
Patton	Whittenberg	—
Trapnell	Colorado	1962
Advanced Studies:		
Koontz		
Peterson		
Shor		

APPENDIX B

SUMMARY OF FACULTY FALL TERM 1961-62

During the fall term 1961-62 there were 96 listed active members of the Rollins Faculty. Of these 11 were administrators (5 taught part-time), 6 were part-time teachers, and there were 4 librarians. This results in 75 full-time teachers and 11 part-time teachers. The following tables refer to the 75 full-time teachers.

DISTRIBUTION IN RANK (1961)

	Number of Faculty
Professors	20
Associate Professors	13
Assistant Professors	21
Instructors	21
Total	75

There were 34 faculty members on tenure and 41 who were not on tenure.

DISTRIBUTION IN EARNED DEGREES (1961)

	Number of Faculty
Doctor's Degree	30
Master's Degree	28
Bachelor's Degree	15
No Earned Degree	2
Total	75

DISTRIBUTION OF EARNED DEGREES BY RANK (1961)

Number of Faculty Members

Rank	Degree				
	None	Bachelor's	Master's	Doctor's	Total
Professor	0	4	4	12	20
Assoicate Professors	1	2	4	6	13
Assistant Professors	0	0	9	12	21
Instructor	1	9	11	0	21
Total	2	15	28	30	75

For the full-time faculty 40% held Doctors degrees, 37% held Masters degrees, 20% had Bachelors degrees, and 3% had no earned degree. By including the part-time teachers there were 80 equivalent full-time members of the faculty during the fall term 1961-62. With 814 regular students this results in a student-faculty ratio of 10 to 1.

APPENDIX C

MEMORANDUM **ROLLINS COLLEGE**

FROM: President McKean

TO: The Members of the Graduating Class

The members of the graduating class are in possession of information which could be useful to the Administration in making future plans for the College. You may answer all or none of the following questions, but thoughtful and carefully considered answers to all of them would be invaluable to the College.

1. Do you consider the food at the College Commons good, fair, poor?
2. Do you consider your education at Rollins good, fair, poor?
3. What do you consider the most valuable courses you have taken at Rollins?
4. Do you consider the housing facilities at Rollins College good, fair, poor?
5. What amount would you consider a satisfactory allowance per month for students: Men______________ Women______________?
6. What members of the faculty do you consider to be conspicuously good teachers?
7. If you consider any members of the faculty ineffective as teachers, who are they?
8. If you consider any members of the administration ineffective, who are they?
9. Are you a good, average, poor student?
10. Do you plan to do graduate study?
11. Do you approve of the policy regarding absence from class?
12. Would you like to help the Admissions Office with work in finding good students for the class entering next fall?
13. How many hours a day, on an average, have you spent preparing for your class work?
14. What courses do you think should be eliminated from the curriculum?
15. What courses do you think should be added to the curriculum?
16. Do you consider the student body as a whole of excellent, fair, or poor quality?
17. If you are a transfer, is Rollins a better college, about the same, a poorer college?
18. Do you think freshmen should have cars? Upper classmen?
19. Do you plan to take an active part in the alumni activities?
20. What do you value most from your years at Rollins?

signed ______________________________

Please return this questionnaire to the President's Office at your early convenience.

APPENDIX D

FACULTY ACTIVITIES REPORT — 1959-1960

(Based on reports received from 66 Faculty Members)

I. (A) BOOKS PUBLISHED (1959-60)

Paul Douglass:

Teaching for Self Education as a Life Goal, Harper & Brothers, 1960.

How to Be an Active Citizen, (Editor with Alice McMahon), University of Florida Press, 1960.

Marcus Frutchey:

Handbook of Automatic Tracking Telemetry Antenna System, U. S. Navy, Pacific Missile Range, Pt. Mugu, California.

Theory of Operation and Maintenance, Pulse Code Modulation Data Processing System, U.S.A.F. Patrick Base.

A. J. Hanna:

Confederate Exiles in Venezuela (Co-author with Kathryn Abbey Hanna), Confederate Centennial Studies, Confederate Publishing o., 1960.

Janis Silins:

Ludolfs Liberts, Libert's Foundation, N. Y. C., 1960.

Paul A. Vestal:

High School Biology, Writing Conference of the Biological Sciences Curriculum Study.

I. (B) ARTICLES OF PROFESSIONAL NATURE (1959-60)

Theodore S. Darrah:

"There is More Religion on the Campus," *The 1960 Small College Annual.*

Paul Douglass:

"The Administration of Leisure for Living," *The American Recreation Bulletin,* April 1960.

"Learning to Live with Leisure Time," *The American Recreation Annual,* 1960.

"Learned on Learning: America's Most Therapeutic Educational Radical," *Improving College and University Teaching,* Winter 1959.

"Edmund Wilson: Princeton's Continuing Alumnus," *Improving College and University Teaching,* Fall 1960.

"Inventory Profile in Place of Grades," *Improving College and University Teaching,* Winter 1960.

"The Administration of Recreation in the Structure of State Government," *The American Recreation Journal,* Aug.-Sept. 1960.

"Embracing Outdoors: Public Lands in the Age of Zoom," proceedings of the *American Institute of Park Executives,* 1960.

"Code of Ethics," *American Recreational Society,* 1960.

A. J. Hanna:

"Florida Events for 1959," *Americana Annual* of Americana Encyclopedia.

Janis Silins:

"Works of Art," *Rollins Collections,* January 1960.

"Young British Painters," October 1959.

"New Painting from Yugoslavia," November 1959.

Rhea M. Smith:

"Spain," (translation of), Lino G. Canedo, *Guide to the Diplomatic Archives of Western Europe,* edited by Daniel Thomas & Lynn Case, The University of Pennsylvania Press, Philadelphia, Pa., 1959.

"Spain," *Americana Annual,* 1960.

"The Duke of Osuna," *Encyclopedia Americana,* 1960.

"Spain" and "Portugal," *Americana Annual,* 1961.

Charles A. Welsh:

"Economic Prospects of Cross-Florida Barge Canal," published by Associaition of American Railroads, September 1959.

II. BOOK REVIEWS (1959-60)

J. Worth Banner:

"El Concepto de la Muerte en la Poesia Romántica Espanola," Ayuso Rivera, Juan, *Hispania,* XLIII, March 1960.

Paul A. Vestal:

"A Key to Florida Birds," Henry M. Stevenson, *The Florida Naturalist,* vol. 33, no. 3 (1960) 174.

"Complete Field Guide to American Wildlife," Henry Hill Collins, *The Florida Naturalist,* vol. 33, no. 3 (1960) 175.

III. MEMBERSHIP IN PROFESSIONAL SOCIETIES (1959-60)

The sixty-six members of the faculty reporting (this includes a number of part-time teachers) belong to 98 professional societies. Some belong to as many as seven. Eight full-time members of the faculty reported no membership in professional societies.

IV. ATTENDANCE AT PROFESSIONAL MEETINGS

Thirty-two reported attendance at one or more meetings (regional or national) of a professional society.

V. PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Don Carroll: American Chemical Society.

Theodore S. Darrah: National Association of College and University Chaplains.

Nina O. Dean: Central Florida Council of Teachers of English.

Paul A. Douglass: National Recreation Association; American Institute of Park Executives.

John B. Hamilton: Modern Language Association.

Alice Hansen: Florida Library Association.

Robert Hufstader: American Guild of Organists.

John R. Rosazza: State Music Teachers Association.

Wendell Stone: Florida Philosophical Association.

Dyckman Vermilye: Southern College Personnel Association.

Arthur Wagner: American Education Theatre Association.

VI. OFFICES HELD IN PROFESSIONAL SOCIETIES

J. Worth Banner: Nominating Committee, South Atlantic Modern Language Association.

Don Carroll: President of Sigma Xi Society, Rollins College Club.

Theodore S. Darrah: President, National Association of College and University Chaplains.

Sarah Jane Dorsey: Vice President, Florida Association of Physical Education for College Women.

Paul A. Douglass: Editorial Board, *American Recreational Journal;* Vice President and Chairman of Finance Committee, American Recreation Foundation; Committee member, American Bar Association.

Rudolph Fischer: Treasurer, Pi Kappa Lambda.

John B. Hamilton: Live Manuscrips Committee Chairman, South Atlantic Modern Language Association. Board of Directors, Fla. College English Association.

Alice Hansen: Research Cooperation Committee member, Florida Library Association.

Robert Hufstader: Accrediting Committee member, Florida State Music Teachers Association.

Joseph Justice: College Division Committee member, N. C. A. A.; Committee member, A. A. C. B. C.

Flora Magoun: Rollins Chapter Secretary, A. A. U. P.; Rollins Chapter Secretary, Pi Gamma Mu.

Daniel Nyimicz: Rules Committee member, Florida Intercollegiate Golf Association.

Audrey Packham: Legislative Committee Chairman, Delta Kappa Gamma.

Schiller Scroggs: Planning Committee member, 14th Annual Summer Conference of Academic Deans; Executive Committee member, Florida Association of Colleges and Universities; Commission member, Southern Association of Colleges and Secondary Schools.

Janis Silins: President, American Latvian Association of Humanities, Inc.

Wendell Stone: President, Florida Philosophical Association.

Dan Thomas: Honors Committee Chairman, Executive Committee member, Nominating Committee member, Florida Academy of Sciences.

Dyckman Vermilye: President, Southern College Personnel Association.

Paul A. Vestal: President, Florida Academy of Sciences; Director, Florida Audubon Society.

Helen Watson: Affiliation Committee member, National Association of Womens Deans and Counselors.

VII. TALKS GIVEN

One hundred and twelve talks before local and state groups are recorded. These range all the way from impressive titles as "The Isotope Shift in Atomic Spectra" and a "Symposium on Ethics" to down-to-earth P. T. A. talks. The range of organizations spoken to, and subjects spoken about is too large to tabulate. Suffice it to say that Rollins is continuing to do its duty to the community and is providing a generous share of speakers and leaders in all types of worthwhile activities.

VIII. CONSULTANT AND RESEARCH ACTIVITIES

J. Worth Banner: Consultant for Encyclopedia Britannica World Language Dictionary.

Don Carroll: Research grant from the National Cancer Institute.

Marcus Frutchey: Consultant on Technical Publications and Training Curricula at Dynatronics, Inc.

John B. Hamilton: Southern Fellowships Fund Grant for publication of *Diary of Thomas Miles Garrett (1830-64)* MSS collection.

Herbert Hellwege: Consultant to U. C. Herring Laboratories, Orlando.

Fred Likely: Consultant to the United Cerebral Palsy Clinic.

Donald Lovejoy: Research on Florida paleontology, stratisgraphy, and structural geology.

Joseph Romita: Consultant to Department of State on International Cooperation Administration.

John S. Ross: Research for Radiation, Inc.; Director, NSF Undergraduate Research Participation Program.

Edward Scheer, Jr.: Consultant and research work on Florida conservation.

Rhea M. Smith: Commanding Officer of 479th Strategic Intelligence Detachment; Colonel in AI-USAR.

Dan Thomas: Consultant for U. S. Navy Underwater Sound Reference Laboratory; Research in mechanical wave motion.

Paul A. Vestal: Consultant to Encyclopedia of Science.

Charles A. Welsh: Research Consultant for Association of American Railroads; Consultant to Counsel, Allegheny Corp.; Research Consultant, Linacre Press.

Roy Wilson: Consultant for West Texas Oil Fields.

IX. CONCERTS AND MUSICAL ACTIVITIES

Alphonse Carlo: Florida Symphony Orchestra; Webber College; Friday Musicale.

Rudolph Fischer: Florida Symphony Orchestra; Bach Festival Society; Florida Philharmonic Society.

Catharine Gleason: Recitals in Missouri, Connecticut, New Jersey, Pennsylvania, North Carolina, South Carolina, Texas, Arizona, Nebraska, Ohio, New York.

Robert Hufstader: Chamber Music Concert in Edgartown, Massachusetts.

Helen Moore: Men's University Club in Winter Park.

Ross Rosazza: Bach Festival Society; Director of First Presbyterian Church Choir and St. Thomas Women's Chorus in Bedford, Virginia; recitals in Florida, North Carolina and Virginia.

X. COMMUNITY AND OTHER ACTIVITIES

Many activities are included in this category. Among activities mentioned are: The Book Fair, A. A. U. W., service clubs, Boy Scouts, the P. T. A., church activities, political activities, travel in Europe and the United States, Alumni organizations, musical organizations, Humane Society, Sunday school teaching, work on novels, books and plays. The Rollins faculty members do more than their proportionate share in the job of being good citizens of community, state, and nation.

FACULTY ACTIVITIES REPORT — 1960-61

(Based on reports received from 67 Faculty Members)

I. (A) BOOKS PUBLISHED (1960-61)

Paul Douglass:
- *The A B C of Industrial Parks,* Center for Practical Politics, 1961.
- *Spiritual Experience in Administration,* 7th Army, 1961

Marcus Frutchey:
- *P C M Data Processing System,* U. S. Air Force, Edwards Air Force Base, California.
- *Data Processing and Computer Formatting,* U.S.A.F. Patrick Air Force Base.

John Bowen Hamilton:
- *The Diary of Thomas Miles Garrett, University of North Carolina,* 1819-1821, North Carolina Historical Review, 1961.

Richard Momsen:
- *Routes Over The Serra do Mar,* University Microfilms Inc.

John Ross:
- *Star Oriented Real-Time Tracking Instrument Study (SORTI),* Radiation Incorporated, 1961
- *Dynamic Analysis and Preliminary Design Investigation for Interplanetary Vehicle Guidance,* Radiation Incorporated, 1960

I. (B) ARTICLES OF PROFESSIONAL NATURE (1960-61)

Paul Douglass:
- "Lobbying at Tallahassee," *Trend* Vol. 4 No. 1.
- "Will the Giants Gobble Up the Winter Park Independent?" *Trend, 1961.*

Alfred Hanna:
- "Biological Sketch of W. D. Harding for The United Educator," *Encyclopedia, 1961.*

Joseph Romita:
- "Understanding The Languages of Economics," *Sandspur, 1960.*
- "International Balance of Payments," *League of Women Voters.*
- "United Nations' 15th Anniversary," *Winter Park Sun Herald.*
- "United Nations and World Problems," *Sandspur, 1960.*

Janis Silins:
- "Two Painters," *Latvian magazine*
- "Laiks," 1961

Rhea Smith:
- "Portugal," *Americana Annual.*
- "Portuguese Territories," *Americana Annual.*
- "Spain Territories," *Americana Annual.*
- "Spanish Territories," *Americana Annual.*

Dan Thomas:
- "Mechanical Impedances for Thin Plates," *The Journal of the Acoustical Society of America,* 1960.

II. BOOK REVIEWS (1960-61)

Joseph Romita:
- "Arrows and the Yoke," *Casa-Iberia,* 1961.

Rhea Smith:
- Hispanic American Historical Review on Spanish published volumes about "Charles V and Alfonso VIII."

Paul Vestal:
- "Biological Survey of Katmai National Monument," Victor Cahakane, *The Florida Naturalist.*
- "A Guide to Everglades National Park and Nearby Florida Keys," *The Florida Naturalist.*
- "The Forest and the Sea," Marston Bates, *The Florida Naturalist.*
- "Wildlife Conservation," I. Cabrielson, *The Florida Naturalist.*

III. MEMBERSHIP IN PROFESSIONAL SOCIETIES (1960-61)

The sixty-seven members of the faculty reporting (this includes a number of part-time teachers) belong to 111 professional societies. Some belong to as many as nine. Ten full-time members of the faculty reported no membership in professional societies.

IV. ATTENDANCE AT PROFESSIONAL MEETINGS

Thirty-eight reported attendance at one or more meetings (regional or national) of a professional society.

V. PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Angela Campbell: Language Conference in the University of Kentucky.

Paul Douglass: City Managers Association.

John Hamilton: Modern Language Association.

Herbert Hellwege: International Geological Congress; Florida Academy of Sciences.

Joseph Romita: Congressional Action Committee of Winter Park Chamber of Commerce.

John Rosazza: FSMTA, Daytona.

Dan Thomas: Acoustical Society of America.

Bruce Wavell: Florida Philosophical Association.

VI. OFFICES HELD IN PROFESSIONAL SOCIETIES

J. Worth Banner: Vice President, Foreign Language Section of Florida Education Association. Nominating Committee, South Atlantic Modern Language Association.

Don Carroll: State ACS Committee for Selection of High School Chemistry Teacher award recipient.

Dudley DeGroot: Membership Committee–SSA, Executive Committee–Florida Conference AAUP.

William Dewart: Member Steering Committee, Florida College English Association.

John Bowen Hamilton: Board of Directors, Florida College English Association.

Alice Hansen: Member of Southeastern Library Association Reference Services Committee.

Joseph Justice: Member, NCAA College Division Committee. Chairman NCAA Atlantic Coast Region Sports and Tournament Commmittee. Member of American Associatiin of College Baseball Coaches, Rules Committee for NCAA Baseball Rules. Member of AACBC Membership Committee.

Flora Magoun: Secretary-Treasurer, Pi Gamma Mu–Florida Delta Chapter, at Rollins. Secretary, Rollins Chapter, A.A.U.P.

Audrey Packham: Chairman, Constitutional Committee of Delta Kappa Gamma, Professional honorary.

Joseph Romita: Congressional Action Committee, Winter Park Chamber of Commerce.

John Ross: President Central Florida Association of Phi Beta Kappa, Chairman Physical Science Section Florida Academy of Sciences.

Schiller Scroggs: Sub-committee on the Faculty; Committee on Revision of Constitution, Southern Association; Committee on Post-secondary and Professional Education, Southern Association.

Janis Silins: President of Latvian Association of Humanities.

Dan Thomas: Member of Council, American Association for the Advancement of Science, Member of Council, Chairman of Honors Committee, Academy of Sciences.

Dyckman Vermilye: President–Southern College Personnel Association.

Paul Vestal: President–Florida Academy of Sciences, Council Florida Audubon Society, Florida Representative Nature Conservatory, Secretary teaching Section. Botanical Society, National Consultant BSCS.

Alexander Waite: Executive Council FPA.

Helen Watson: Editor Southern College Personnel Association Newsletter, Membership Committee National Association of Women Deans and Counselors.

Emily Webber: Florida Music Teachers Association, Florida Teachers Education Advisory Council, Committee on Music for the Elementary Education Major.

Richard Wolfe: FACU Editorial and Research Committee, Committee on Fraudulent Institutions, Member of Board of Directors, FACRAO: Member-at-large, Executive Committee.

VII. TALKS GIVEN

One hundred and eight talks before local and state groups are recorded. These range all the way from impressive titles such as "The Cultural Element in International Relations," "Need for Intergovernmental Co-Operation," and "PSSC Physics" to down-to-earth P.T.A. talks. The range of organizations spoken to, and subjects spoken about, is too large to tabulate. Suffice it to say that Rollins is contributing to do its duty to the Community and is providing a generous share of speakers and leaders in all types of worthwhile activities.

VII. CONSULTANT AND RESEARCH ACTIVITIES

J. Worth Banner: Consultant, Britannica World Language Dictionary.

Don Carroll: Research of PHS Grant in pharmaceutical chemistry. NSF–grant for chemistry Institute.

Dudley DeGroot: U.S. Air Force–Educational Consultant, P.A.F.B. Florida Wholesaler & Retailers Association–Consultant on problems of Internal Security.

Geneva Drinkwater: Evaluation Committee: Southern Association.

Frederic Eberle: Manuscript for book, "Is the German Public Educational System Superior to Our System?"

Marcus Frutchey: Technical Writing Consultant Dynatronics, Inc.

Alfred Hanna: Research with Kathryn Abbey Hanna on revision of French Intervention in Mexico. Confederate Expatriation Movement.

Herbert Hellwege: Radiation Incorporated, Chemical Consultant.

Donald Lovejoy: Geological field research in Citrus Count, Florida.

Flora Magoun: Chairman Committee for Constitution and By-Laws for Central Florida. Wellesley College Club, Proctor Certified Professional Secretary examinations for National Secretaries Association.

Joseph Romita: Consultant to American College of Chartered Life Under-writers for Central Florida.

Janis Silins: Research on problems of Mannerisms.

Rhea Smith: Research on Spain for a history of Spain.

Dan Thomas: Consultant U. S. Navy Underwater Sound Reference Laboratory, research theoretical and experimental study of flexure waves in thin plates.

Emily Webber: Research: reactivating Rollins music education program, T E A C committee.

Charles Welsh: Consultant to Counsel Allegheny Corporation. Research consultant, Association of American Railroads. Management Consultant, Florida Power Corporation.

James R. Wright: Graduate work toward Ph.D., Danforth Grant.

Paul Vestal: Consultant BSCS, Modern Biology Genetics Institute.

IX. CONCERTS AND MUSICAL ACTIVITIES

Alphonse Carlo: Florida Symphony Orchestra, Webber College, Concert Master.

John Carter: Oxford, North Carolina; Wilmington, North Carolina; Elkin, North Carolina; Bedford, Virginia; Eustis, Florida; concerts in Winter Park and Mount Dora, Florida.

Wilbur Dorsett: Acted in *The Lost Colony*, on Roanoke Island.

Rudolf Fischer: Musical Director, Central Florida Community Orchestra.

Catharine Gleason: Recordings made at Independence, Mo. Performance in Bach Festival; recitals: Florida Symphony; Harrisburg, Pa.; Rochester, N.Y.; Shreveport, La.; Ann Arbor, Michigan; Columbus, Ohio; Baltimore, Maryland; Wooster, Ohio; Clearwater, Fla.; Fresno, California; Santa Ana, California; Albion, Michigan; Palo Alto, California; Bloomfield Hills, Michigan; Portland, Oregon.

Helen Moore: Played for Florida State Convention, Miami.

John Rosazza: Eustis, Mt. Dora; Wilmington, North Carolina; Goldsboro, North Carolina; Oxford, North Carolina; Elkin, North Carolina; Bedford, Va.; Davidson, North Carolina; Phillips Art Gallery, Washington, D. C.

John Ross: Participant, and treasurer, Central Florida Community Orchestra.

Emily Webber: Florida Music Teachers Association, Delta Kappa Gamma.

Gordon Wilson: Recitals: Wheaton College, Greensboro, North Carolina; Charlotte, North Carolina; Atlanta, Georgia; University of Michigan; Methuen, Massachusetts.

James Wright: Middlebury College, Vermont.

COMMUNITY AND OTHER ACTIVITIES

There are many activities included in this category. Some of the activities mentioned are: Junior League of Orlando, service clubs, A.A.U.W., the P.T.A., Sunday school teaching, alumni organizations, books and plays. The Rollins faculty members do more than their proportionate share in the job of being good citizens of community, state, and nation.

APPENDIX E

RESEARCH IN CHEMISTRY AT ROLLINS COLLEGE — 1961-62

1. Synthesis of Hydontoin Derivatives.
Research Director: Dr. Donald W. Carroll.

A. Main Program

Now in fourth year of research program under grant from National Institutes of Health, specifically, the National Cancer Institute. To date some 60 new compounds have been synthesized in this program and submitted for biological screening against three forms of cancer — a sarcoma, a carcinoma, and a leukemia. This week Dr. Bowen of the National Service Center for Cancer Chemotherapy has called in our laboratories and will carry back with him another group of about 15 or 18 compounds gained in this program recently. All these compounds are derivatives of hydantoin, as is the well-known antispasmodic DILANTIN.

B. Miscellaneous

Besides the compounds alluded to above, some 40 other new compounds have been submitted for cancer screening, and Dr. Bowen will take back with him about a dozen miscellaneous new ones for this purpose. These compounds have been synthesized during the past few years in work in the area of quinoline chemistry, morpholine chemistry, and isonicotinic acid hydrazide chemistry in particular. In some instances some of the compounds have been studied by certain students during their regular laboratory course in organic chemistry. Many of these have been studied for activity as antispasmodics, antifungals, and in a few cases as potential additives to rubber and plastic materials.

2. Radiotraced Solvent Extractions of Metal Chelates.

Research Director: Dr. Herbert E. Hellwege.

A. Introduction

Since about 1920, it has been recognized that metal ions could be extracted from acqueous solutions with organic solvents containing chelating agents. Most work until 1949 was highly emprical; however, since 1949 the problem has followed theoretical lines first hinted at by Wichman in 1939.

B. System

Consider a sample system made up of an acqueous phase (water) and a non-acqueous phase (chloroform, benzene, carbon tetrachloride, etc.) in contact. The acqueous phase contains radioactive isotopes and the organic phase an organic chelating agent such as oxine, dithizone, etc. At a certain acidity of the acqueous phase the metal chelate will be extracted into the acqueous phase and the extraction can be followed by radioactive tracing techniques. By controlling the acidity of the acqueous phase, successive extractions will allow 100% separations of metals from metal ion mixtures in solution. The separations can be altered and controlled by

(a) changing the concentration of the chelating agent,
(b) changing the organic solvent,
(c) changing the chelating agent,
(d) changing the temperature of the system,
(e) adding another complexing agent.

The principle of solvent extraction can be applied to

(a) separation of metals from ores, especially rare and precious metals,
(b) separation of radioactive isotopes from byproducts in fission products of atomic reactors,
(c) in analytical chemistry,
(d) to obtain basic fundamental data for theoretical chemistry.

C. Research in this area done elsewhere.

At the present time the following groups are involved in research in this field:

(a) Yatsimirski and co-workers in Russia,
(b) Dyrssen, Rydberg, and co-workers in Sweden,
(c) Schweitzer at the University of Tennessee, and Freiser at the University of Arizona.

In the summer of 1961 Dr. Hellwege of Rollins College started a research program in cooperation with Dr. Schweitzer of the University of Tennessee under the sponsorship of the National Science Foundation and the Atomic Energy Commission. This program is now being pursued by the researchers mentioned above and investigates the effect of temperature changes on extraction systems. From this investigation, fundamental thermodynamic properties of chelate systems are determined, which will help to better understand the physical properties of coordination compounds.

The cadmium-oxine-chloroform has been investigated to date and results will be published in Analytica Chimica Acta by the end of this year.

In the spring of 1962 Rollins will open a radiochemistry laboratory equipped with the necessary equipment obtained through a grant from the Atomic Energy Commission. Research will be carried out in this laboratory. Its facilities will also be available to train Rollins students and interested persons from the Central Florida area in radiochemistry. It is hoped that advanced undergraduate chemistry students at Rollins will participate in this program through a stipend from the National Science Foundation.

3. Research on Electrosensitive Paper.
   Research Director: Dr. Herbert E. Hellwege

In cooperation with Radiation Inc., Orlando, Florida, Dr. Hellwege also investigates the possibility of formulating new chemical systems that can be used as coating for electrosensitive (facsimile) writing. Financial assistance for this program (equipment, student assistance) is provided for by Radiation Inc. through a U. S. Government contract.

ACTIVE GRANTS AND PROPOSALS — NOVEMBER 1961

	Dept. Director	Source	Grant #	Title	Date	Amount
A.	Active Grants					
	Physics—Ross	NSF	11850 & 11850#1	Undergraduate Research Participation Program	June 1960-May 1962	$ 5,670
	Physics—Ross	NSF	16986 Research	Hyperfine Structure and Isotope Shifts	April 1961-April 1962	$23,500
	Chemistry—Carroll	NIH	CY-3788 CY-3788	Potential Anticancer Compounds	Oct. 1960-March 1962	$11,200
B.	Active Proposals		(C3)			
	Physics—Ross	NSF		Undergraduate Research Participation Program	June 1962-May 1965	$ 7,590
	Chemistry—Hellwege	AEC	— —	Equipment for Nuclear Technology	June 1962	$ 2,978
	Biology—Vestal	NSF	—	Visiting Scientists Program. Florida Academy of Sciences	May 1962-May 1963	$20,240
					Total:	$71,178

C. Planned Proposals

Proposals for an equipment assistance grant in science and an undergraduate research participation program in chemistry are in preparation.

Code: NSF — National Science Foundation
NIH — National Institutes of Health
AEC — Atomic Energy Commission

APPENDIX I

METHOD OF COMPUTATION OF SERVICE LOAD

A "service load" evaluation was carried out for the total teaching faculty during the fall term 1960-61. The following outlines the method of computation.

1. The obligation of a teacher to the college is evaluated in terms of clock-hours per week.
2. The following parameters were considered:
   - a. Class meetings
   - b. Class level
   - c. Class size
   - d. Committee work
   - e. Advising time
   - f. Other

   It is not possible to account for every hour of every individual and **no attempt** should be made to do so. However, on the average certain times are required for particular obligations of the individual to the college.
3. Evaluation of clock-hours per week:
   - a. Classes

1. Class meetings, class preparation (including Honors and Reading students)	hours in class*	x 3
2. Repeat class meetings	" " "	x 2
3. Science labs	" " "	x 1.5
4. Art labs	" " "	x 2
5. English 101-102-103	" " "	x 4
6. Music	" " "	x 3

   - b. Class Level:
     1. For a freshman or sophomore course (100 or 200 level) — hours in class equals number of class meetings x 1.0
     2. For junior or senior courses (300 or 400 level) — hours in class equals number of class meetings x 1.2

     The number of class meetings is obtained from number of class hours per week listed for each individual teacher in the teaching and student load list.
   - c. Class size: 250 plus-or-minus 25 student-hours was taken as the average student-hour load.

     The table below was used to add or subtract a certain number of hours per week from the weekly clock-hour load, depending upon the number of student-hours for each individual teacher:

Number of Student-Hours	Number of Hours per Week
below 100	−6
101-124	−5
125-149	−4
150-174	−3
175-199	−2
200-224	−1
225-274	0
275-299	1
300-324	2
325-349	3
350-374	4
375-399	5
above 400	6

     The number of student-hours is obtained from the teaching and student load list.
   - d. Committee Work
     1. For the following committees 2 hours per week were added to the load of each individual on these committees:
        - Faculty-Administration
        - Advisory
        - Admissions, Academic Standing, Scholarship
     2. For the following committees 1 hour per week was added to the load of each individual on these committees:
        - Faculty Review
        - Joint Committee — Trustees, Faculty, Students
        - Student-Faculty Discipline
        - Honors Work
        - Library
        - Intercollegiate Athletics
        - Social Review
        - Reeve Essay
        - Committee on Student Publications

     This data was obtained for each individual teacher from the list of Standing and Special Committees of the Faculty 1960-61.
   - e. Advising Time:

     The load of each individual teacher was increased by 1 clock-hour per week for each 6 advisees, rounded off to the nearest hour.

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*See Section b, below.

The data on number of advisees for each faculty member were obtained from the Registrar.

f. Other

All other committee work, special committees, supervision of extra-curricular activities, etc., fall within the fringe area where it becomes exceedingly difficult to assign a particular number to describe such service. There are areas where a professor may have an obligation to the college, which are understood to be part of his work, but which may not be evaluated in any sort of overall service load tabulation.

The service load of each individual teacher was computed by use of the relationships in (a) through (e) above. The tabulation is given in Fig. 55, pp. 143-44.